



Youth-Driven Information Privacy Education Campaign 2015-16

**Digital Trust Foundation
Final Grant Report**

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EXECUTIVE SUMMARY

This report describes the process and outcomes associated with the Youth-Driven Information Privacy Education Campaign grant funded by the Digital Trust Foundation in March 2015. Co-principle investigators (PIs) Dr. Kristen Walker and Dr. Tina Kiesler are professors in the Marketing Department in the David Nazarian College of Business & Economics at California State University Northridge (CSUN).

The goal of the project was to **create educational privacy campaigns to inform middle school youth about privacy risks involved with exchanging information online**. To create the campaigns, research was conducted to further understand the motivations and actions of middle school youth and two primary influencers of youth—their parents/caregivers and their educators. A benefit of this research and campaign development was involving college undergraduates in the process of working to understand privacy issues facing middle school youth. Connecting these two populations offered them both clarity about a digital literacy issue heretofore not understood well—the collection, storage, packaging, and selling of personal information by companies and third parties (trusted partners, affiliates, and the like). It also allowed for better understanding of privacy perceptions and digital issues for middle school youth.

The project included students from CSUN in the research, analysis, and in the educational campaign development process. Students in CSUN's Fall 2015 Social Media class considered the literature on youth use of digital media as well as our primary data on middle-school-aged youth knowledge of privacy information collection and dissemination to develop educational campaigns. The most developed and relevant campaigns were chosen for further development during the Spring 2016 semester. Interdisciplinary in nature, the campaigns included multi-media students in CSUN's Cinema and Television Arts College contributing their use of animation and cinematic expertise in collaboration with CSUN's marketing students.

Results confirm that children are active online at a young age and definitely under the age of 13. This is concerning due to the fact that regulation (eg. COPPA) meant to protect the personal information of youth (under the age of 13) relies on parental consent. We found that parents, educators, and youth lack understanding of the **permanence paradox**¹, thus any consent does not take into account the long-term risks and vulnerability facing youth online. Educators often enable this process by utilizing digital devices and online platforms to help students and/or to achieve educational goals (homework, additional tutoring, supplementary material, etc.). We found a general lack of understanding about the issue of third party information gathering by students, parents, and educators. In addition, parents struggle to monitor their child's online presence and struggle further to understand privacy protocols and to act on those protocols.

Three education campaigns were developed to inform and motivate youth, parents/caregivers, and educators who influence their online activities and ultimately want to protect the privacy of youth online. The three campaigns are described in this report.

¹ We define permanence paradox: when an individual engages in online information exchanges without mediating the risk, due to a lack of knowledge of the long-term value of their personal information.



KEY FINDINGS/DELIVERABLES

This project involved the **development of a comprehensive and educational social marketing communications plan designed to help educate middle-school-aged youth about information use and abuse online**. We achieved our goal of enhancing digital information literacy while developing critical thinking and creative communication skills for middle-school-aged children and the college undergraduates who worked with them on this project. Under the guidance of the principal investigators, the undergraduates worked with middle-school-aged youth in Los Angeles County to research and assess youth knowledge of issues they face online, develop potential solutions, and implement those solutions in an educational social media marketing campaign designed to enhance the digital literacy and responsible behavior of middle-school-aged youth². The research used to create the marketing campaigns involved middle school youth, parents/caregivers of middle-school-aged children, and middle-school teachers and led to key findings and several deliverables as outlined below. The **underlying theme** identified by the research team is a **permanence paradox**: *when an individual engages in online information exchanges without mediating the risk, due to a lack of knowledge of the long-term value of their personal information.*

Key Findings

Middle school youth are increasingly online, unaware their digital information exchanges form permanent profiles

- ✓ The general **lack of awareness of the risks of exchanging information online** (personal information may be shared with data brokers and other third parties) among college undergraduates, middle school youth, parents/caregivers, and educators
- ✓ An **evolving online presence of middle school youth under the age of 13** at school and home (an increased use/ownership of devices by youth under the age of 13)
- ✓ Parents, educators, and older siblings act as **significant influencers and enablers of device use and online activities** (eg allowing and creating social media accounts for their children under the age of 13)
- ✓ **An increase in device use/online activity** (particularly social media, that target adults) illustrating the *7th grade technology leap*
- ✓ An **increasing use of online sites such as YouTube for homework** assignments, intensifies the vulnerability of middle school youth

Key Deliverables

- ✓ Exceeded the grant goal to design an educational social media marketing campaign by creating **three campaigns, all housed on a website³** for convenient and cost-free (and ad-free) dissemination to school districts, parents, and youth
- ✓ Created an **iBook titled *Digital Literacy and Consumer Information***, aggregating a collection of previous digital literacy material/information to extend current digital literacy definitions to include the issue(s) involved with the permanence paradox
- ✓ **Increased awareness and about the reality of and risks associated with third-party information gathering, storing, and dissemination** for all key stakeholders involved (college undergraduates, middle school youth, parents, teachers, and school administrators)
- ✓ **Identified key research findings from data gathered in youth focus groups, one-on-one parent interviews, and surveys of middle school youth, parents, and educators**
- ✓ **Outlined future research** articles from thorough empirical analysis of data gathered and connection to digital literacy theory and consumer behavior

² <http://digitaltrustfoundation.org/strategy-1-2-grants/>

³ <http://www.youthprivacyprotection.org>



GRANT DESCRIPTION

The research was funded in response to the Digital Trust Foundation's call for project proposals "focused on implementing, assessing, and disseminating educational strategies aimed at increasing the privacy resilience of children and teens and helping children and teens develop skills and resources to protect themselves in the digital environment throughout life" (Digital Trust Foundation). The Youth-Driven Information Privacy Education Campaign project (YDIPEC) involved the development of a comprehensive and educational social marketing communications plan designed to help educate middle-school-aged youth about information use and abuse online. The goal was to enhance digital information literacy while developing critical thinking skills and creative communications skills for middle-school-age children and the college undergraduates who worked with them on this grant.

To complete the project, California State University Northridge undergraduates learned about online privacy and digital literacy related issues. Under the guidance of CSUN professors Dr. Kristen Walker and Dr. Tina Kiesler, the undergraduates worked with middle-school-aged youth in the Los Angeles county region to research and assess middle-school age youth knowledge of issues they face online, develop potential solutions, and implement those solutions in an educational social media marketing campaign designed to enhance the digital literacy and responsible behavior of middle-school-aged youth.

Campaign Creation Process: Incorporating Research into an Undergraduate Course

California State University Northridge students were hired to work on the project as research assistants. All research assistants were selected from those who had taken the CSUN marketing elective called *Consumer Information in the Digital Age* (MKT 350). The course provides students with a background in consumer privacy and online data policies. In order for researchers to gather data from middle-school-aged children, all adults followed Institutional Review Board (IRB) protocol. As part of that protocol, all researchers with direct interaction with children were fingerprinted and Livescanned. The extra precautions were necessary since middle-school-aged children are minors and are thus a protected group. While many students applied to work on this project, two were selected to collect data directly from middle school youth. Although the PIs proposed hiring several research assistants to collect data from the youth, the cost of campus-contracted background checks and Livescan fees were higher than anticipated, limiting the number of people who had direct contact with youth to five researchers: the two PIs and three research assistants.

In addition to the two lead research assistants, many CSUN students contributed to the process and outcomes associated with the grant. In this way, the grant was integrated with the education of our CSUN College students. Kimberly Khieu, a marketing major, helped compile secondary sources of information and statistics about youth digital media use and information privacy knowledge. The resulting iBook was used by the Fall 2015 CSUN Social Media Marketing class (MKT 459) to begin their exploration of the topic in anticipation of our further data collection and their development of education campaigns targeting middle-school age youth and their influencers.



Dr. Kristen Walker and research assistant Kimberly Khieu created an eBook titled *Digital Literacy and Consumer Information*. This 124-page eBook aggregates previous marketing research reports, published articles regarding privacy, and government regulations. The chapters are as follows: digital literacy, sites children interact with, information sharing online, protection and prevention, influence and enablers, and regulations.

The eBook was created to inform and prepare students in the Social Media Marketing class about the issue of third party collection, storage, and dissemination of personal information. This guide assisted teams in their campaign development and provided groups with a foundation to build upon as the research team collected, analyzed, and shared with them the primary data collected from focus groups and surveys. Students in the Fall 2015 Social Media Marketing class were required to read *Digital Literacy and Consumer Information*.

Three campaigns from this class were chosen for further development during the Spring 2016 semester. Three CSUN Cinema and Television Arts (CTVA) Multi-Media students were hired to assist with the production of the digital campaigns, including two animated campaigns. These students collaborated with the rest of our team (as their clients) to produce the digital elements of the campaigns. We hired a CSUN Marketing student to develop brochures for the three campaigns. Another student transcribed focus group discussions and one-on-one interviews with parents (to be described in more detail later in this document) so the qualitative data could be analyzed with NVivo.

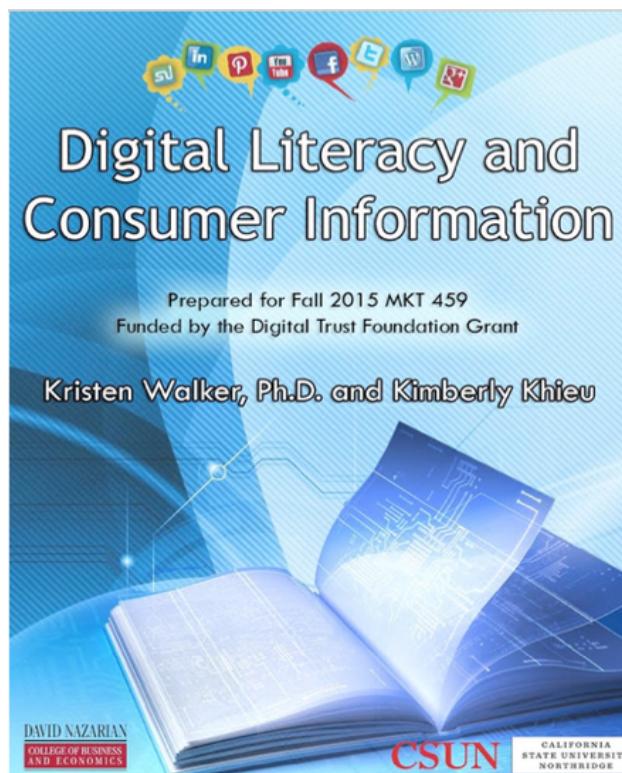


Figure 1. eBook by K.Walker and K.Khieu
Digital Literacy and Consumer Information



METHODS

CSUN Institutional Review Board Process

Protocols development, background checks, Livescans. The Institutional Review Board (IRB) Process was thorough and more time consuming than anticipated. Since middle school youth are considered minors, there were several checks and balances required prior to working with them as participants. We submitted the necessary documents and support for IRB approval on May 5, 2015 (see Appendix A). The approval process was also delayed due to a high number of IRB submissions at the end of the Fall semester 2015. We were granted IRB approval (see Appendix A) and were thus permitted to conduct research with minors beginning September 10, 2015. Since the approval process was delayed by several months, we requested an extension of the grant completion date and the extension request was approved for a completion date of August 23, 2016, then extended one last time to October 2016.

Research Methodology

Focus groups, surveys with students, surveys with educators, surveys with parents, then one-on-one interviews with parents. During the 2015 fall semester, the research team collected qualitative and quantitative data from middle school youth, their parents, and educators. An essential part of the campaigns created in the Social Media Marketing class included the analysis of qualitative and quantitative data. Survey and focus group results were shared with the social media strategy class members so they could utilize the findings to help develop effective education campaigns targeted to middle-school-aged youth and younger youth who aspire to act like middle-school-aged youth. Further, the PIs are interested in utilizing the data for continued dissemination and education related to youth digital privacy after the grant concludes. The research methods performed throughout the grant included:

- a. Focus Groups with middle-school-aged youth (10-12)
- b. Surveys of middle-school-aged youth (10-13)
- c. Surveys of educators of middle-school-aged youth (10-12)
- d. Surveys of parents of at least one middle-school-aged child
- e. One-on-one interviews with parents of at least one middle-school-aged child

Focus Groups with middle-school-aged youth (10-12). Research team members and the social media strategy class first developed a set of questions to ask middle-school children in small focus groups. The questions were used to create a moderator guide, to allow for a broad discussion at the beginning of the focus groups with the children contributing their own meaning, and more specific questions later in the focus group. Moderators were trained for flexibility with questions and probing follow-ups as necessary. Parent and student permission forms were created, approved by the IRB and signed by both prior to focus group participation.

Six small focus groups of children ages 10-12 were conducted from two different school districts: Los Angeles Unified School District and Culver City School District. Focus group size ranged from 3 to 5 children. The moderator guide was developed by both research assistants and Principle Investigators (See Appendix B). After each focus group was complete, another



research assistant transcribed the recording, assigning each minor participant a fictional name to eliminate any identifying information. The focus groups were coded in the program, NVivo, for further analysis (themes etc.). Early stages of the research from these focus groups were presented at two marketing conferences and will be analyzed further for papers to be submitted to academic journals in marketing, technology, education and public policy.

Surveys of youth (middle-school age). Focus group results and existing research findings informed the team's development of surveys targeted to three separate groups: middle-school-aged youth under 13 years of age, parents of middle-school-aged youth, and teachers of middle-school-aged youth. Youth filled out the surveys using paper and pencil. **Two hundred and nineteen children 10 to 13 years old filled out surveys** from three separate school districts. Students were given the survey in class, allowed to fill it out, and then given to the teacher, who submitted the surveys to the co-principal investigators. See Appendix C for the children's survey.

Surveys of educators and parents. The YDIPEC team utilized Qualtrics to distribute online surveys to parents/caregivers and educators of middle school youth. **Surveys were completed by 54 parents (see Appendix D) and 16 teachers (see Appendix E).** The surveys were developed by the research assistants and co-principle investigators. Each of the three surveys (parents/care-givers of 10 to 12 year olds, teachers/educators of 10 to 12 year olds, and children 10 to 13 years old) was unique but similar in nature. The similarities across surveys easily allowed us to utilize responses across groups.

One-on-one interviews of parents who have at least one middle-school-aged child. After preliminary analysis of the student, educator, and parent surveys, the research team acknowledged the need to gather more detailed information from parents for understanding. Research team members developed the questions for one-on-one interviews of the parents (See Appendix F). Interviews were conducted by one of the lead research assistants in spring and summer 2016. After the parent interviews were finished, another research assistant transcribed each recording. We completed and transcribed **sixteen parent interviews.**



RESEARCH FINDINGS

We present findings from our research in the manner in which it was performed: Focus groups with middle school youth, surveys of middle school youth/teachers, and parent surveys. One-on-one interviews with parents were completed as the last stage of research covered by the IRB and will be utilized for future research and analysis (quotes were pulled from these interviews when and if they supported other findings).

Middle school youth are increasingly online, unaware their information exchanges form permanent profiles

We began our data collection via focus groups with middle-school-aged children. We conducted six focus groups with 17 children (eight male and nine female) participated in the focus groups. Research assistants analyzed the qualitative results separately, identifying themes. The co-principal investigators then reviewed the transcriptions and narrowed the themes for relevance and priority for use in campaign development. Themes revolved around a) awareness and mediation of risks associated with the exchange of information online by adults and youth and b) proliferation of device use and ownership both at home and school.

- Parents, caregivers, and older siblings influence the online behavior of middle school youth and at times, encourage device use and social media account creation/use for youth under the age of 13
"Well, I'm about to get an iPhone and my mom said I might be able to get a private Instagram account, so I might do Instagram."
"My mom is too [on Pinterest], she was like 'get Pinterest! I need you to see all the things that I am looking at.'
[learning about social media sites from older siblings, such as Vine, Instagram, and Snapchat] "my 20 year old brother" "my 16 year old sister"
- Lack of awareness that information is gathered by third parties and lack understanding of which online sites, platforms and/or applications are gathering personal information (unaware of meaning of 'cloud')
"Yeah, I go on Google when I research or sometimes when I need help with my homework and my parents are both busy."
"I don't really understand what the cloud is. I just don't have an iPhone I have an iPad."
"My English teacher showed us this video having to do with pop culture and she said 'YouTube is a great reference for finding what you want, what you need to look at' but [she told us] to stay safe on it."
- Elementary and middle-school email and homework (requires online activity) as a gateway to use of technology, increasing risk in online information exchanges
"The good thing about YouTube is that you don't have to an account to watch videos."
"Sometimes I go on there [YouTube] for like math videos, to learn how to do something."



- Middle school youth assume that private accounts are safe, yet they are unaware that information is gathered by third parties from private accounts
"I use Instagram, but I have a private account so it's not like it's out there in the world."
"I think a private account would be more safe, because what if bad people..."
- Middle school youth express fear about inappropriate material accidentally discovered while online
"This app called Pinterest...I only look up cute animals and stuff, but sometimes I'll look up animals and bad things will come up. Like it'll be something scary or something."
[referring to Google]"It's like you look up 'cute and fuzzy animals' and it shows something really inappropriate and worse."
- Middle school youth use online gaming and interact with strangers online
"I play on this server called minequacks and minecrafts and they have special games where it's team survival games, team games where you team up with random people that you don't know."
"When I'm playing on a game called 'survival games' they have a lot of people playing on that server and sometimes I ask a specific person, even if I don't know them..."

Middle School Youth Perceptions of Their Digital Activities in a Social World

Data were analyzed with NVivo qualitative statistics package. Knowledge gained from the focus groups, in combination with our secondary data (literature) search, provided us with direction for our survey. Two hundred and twenty-three children responded to our survey. The **modal age was 11 (n=135; 60%)**. The eldest were 13 years old (n=55; 25%), the youngest were 10 years old (n=9; 4%) and 23 respondents (11%) were 12 years old. The children were primarily from a public school district in a large, suburban city in Los Angeles County.

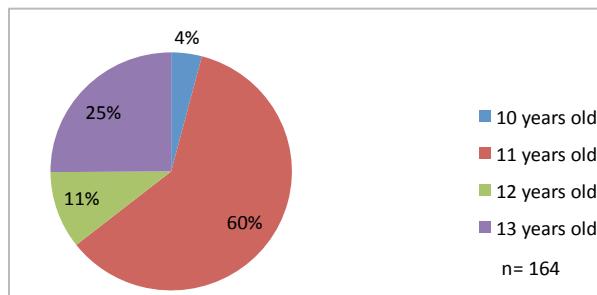
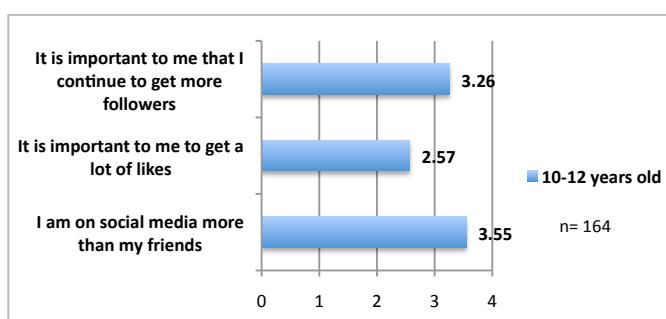


Figure 2. Ages of Youth Surveyed

The children in our sample do not believe that their use of social media exceeds that of their friends (i.e. they believe they use social media less than their peers). It is *not* important for



them to get a lot of likes or for them to get more followers. We asked them to indicate the level of truth about their social media use in a series of statements. On a scale of one to ten where 1 = not at all true and 10 = always true most middle school youth do not

Figure 3. Middle school youth Value and Use of Social Media



report that having social media followers, likes are very important. In the New York Times blog, *For Teenagers, the Pleasure of ‘Likes’*, Rabin quotes UCLA researcher Sherman, that likes are “potentially serving as a social cue for teenagers on social media” **our findings illustrate that middle-school age might be an useful time to focus on privacy prevention and digital literacy involving third-party data collection, storage, and dissemination.**

Youth Use and Ownership of Digital Devices

Use of Digital Devices: The children are familiar with digital devices and they use them at home and at school. Over three-quarters (79%) use a cell phone at school and 75% say they use a laptop computer and/or a desktop computer (58%). Tablets are used by fewer students (14%) at school and iPods or similar devices are used by even fewer (12%). Only 2% say they do not use any of the listed digital devices at middle school. Seven students listed other digital devices they use at middle school. These devices include a kindle fire, Chromebook, iPhone, Nintendo, Wii, and 3ds.

Findings also show that middle school youth use digital devices regularly at home and school.

This familiarity with devices at this age

may not be surprising, but our findings show that three-quarters or more of middle-school students surveyed use cell phones at home and school, demonstrating the growing use of mobile by children younger than 13 years of age. A 2015 Pew survey finds (Teens, Social Media and Technology Overview) that “aided by the convenience and constant access provided by mobile devices, especially smart phones... 91 percent of teens report going online from mobile devices at least occasionally.” **Mobile device use is occurring at ages below 13 years, easing access to online sites and applications, thus putting children at risk as they unknowingly provide information to third parties.**

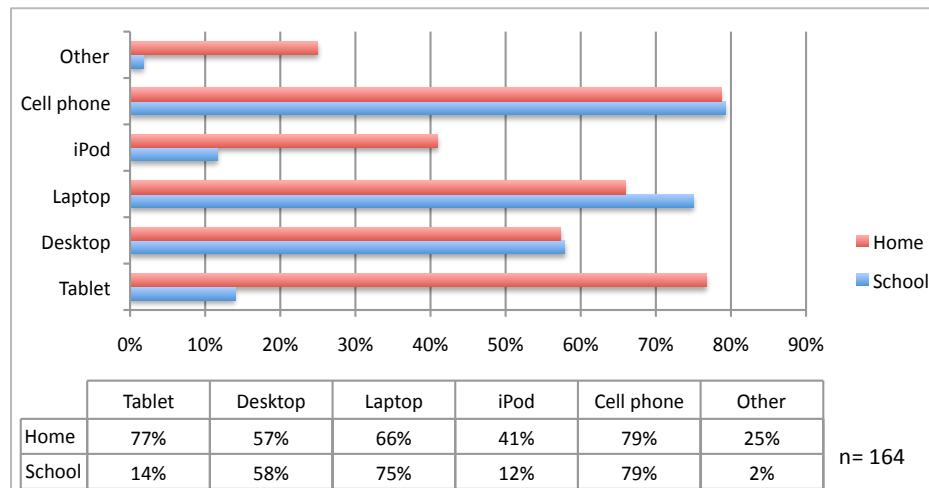
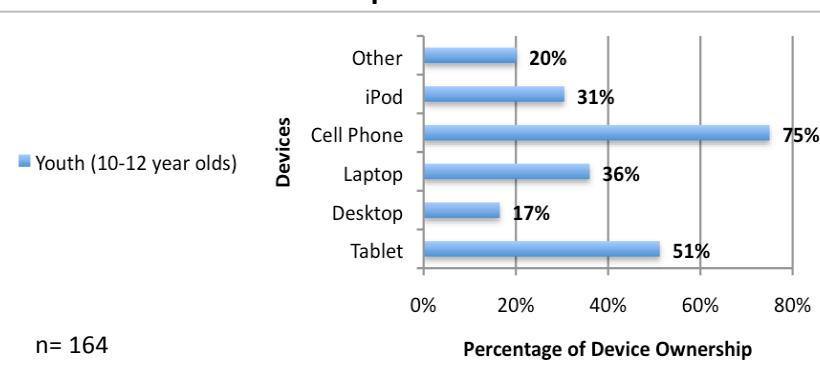


Figure 4. Home Device Use vs School Device Use



Digital Device Ownership: Cell phones and tablets are the most common items owned by the children. Seventy-five percent say they own their own cell phone and 51% say they own their own tablet.

Figure 5. Middle School Youth Device Ownership



Several own a laptop (36%) or desktop (17%) computer. Thirty and a half percent say they own an iPod or similar device and 20% say they own a device our survey did not list, such as a Kindle (n=4) or, more popularly, a video game console (sometimes several). **Device ownership by a majority of the middle school youth surveyed demonstrates increasing use, thus risk from these online information exchanges.**

Email: Of the children under 13 years old surveyed, three respondents were not sure if they had an email account, 95% reported that they have a school email account, 71% said they have a private email account, and 17% have a family email account. **School and/or private email accounts are often a source of information for third parties, thus users may be at risk in these types of online information exchanges.**

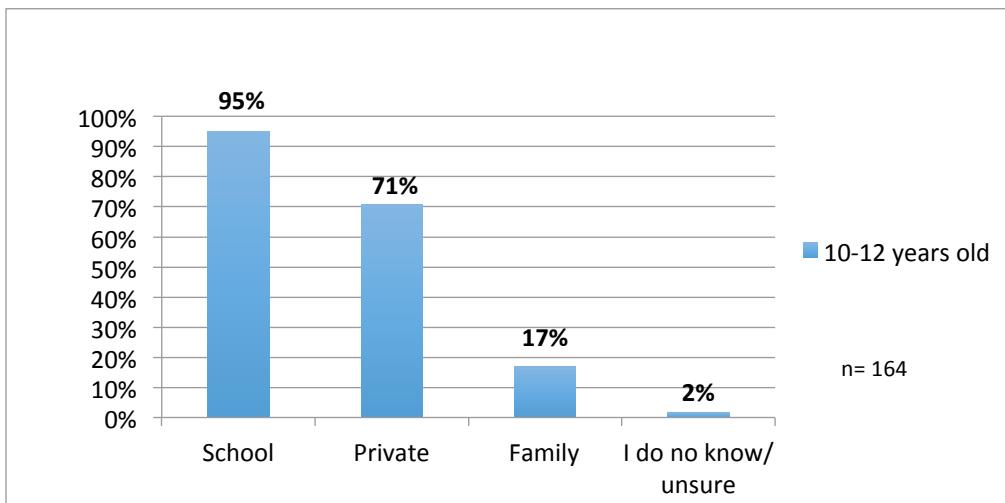


Figure 6. Middle School Youth Email Accounts (respondents instructed to select all that apply)

How Middle School Youth Use their Devices:

We asked youth what they do *most often* when online. Two thirds (71%) of the respondents told us they watch videos. They are also chatting with friends (37%), looking at pictures (29%), and working on homework (42%). Fifteen percent answered "other," dominated by video games as the response.

We also asked them, "Which of the following sites do you use

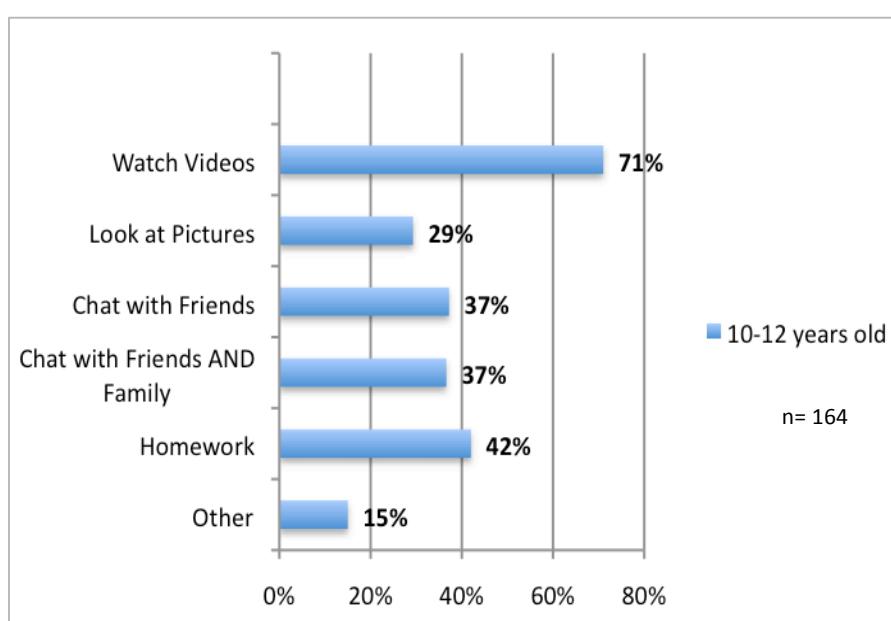


Figure 7. Middle School Youth Online Activities



every week? (Please check all that apply.)” YouTube was the most popular site (81%) followed by Instagram (60%), and Snapchat (26%). Twenty-eight percent of the respondents listed additional sites not provided in the list. We also asked the youth in our sample which sites they use every day. The pattern was the same (60% YouTube, 32% Instagram, and 22% Snapchat). This research shows similar findings to Pew’s 2015 study on teens and social media (Lenhart and Page). **The concern is that most social media sites assume that their user base are 13 years and older (since users agree to the terms and conditions, i.e. age confirmation).** Our findings show users under the age of 13 are on social media platforms and applications.

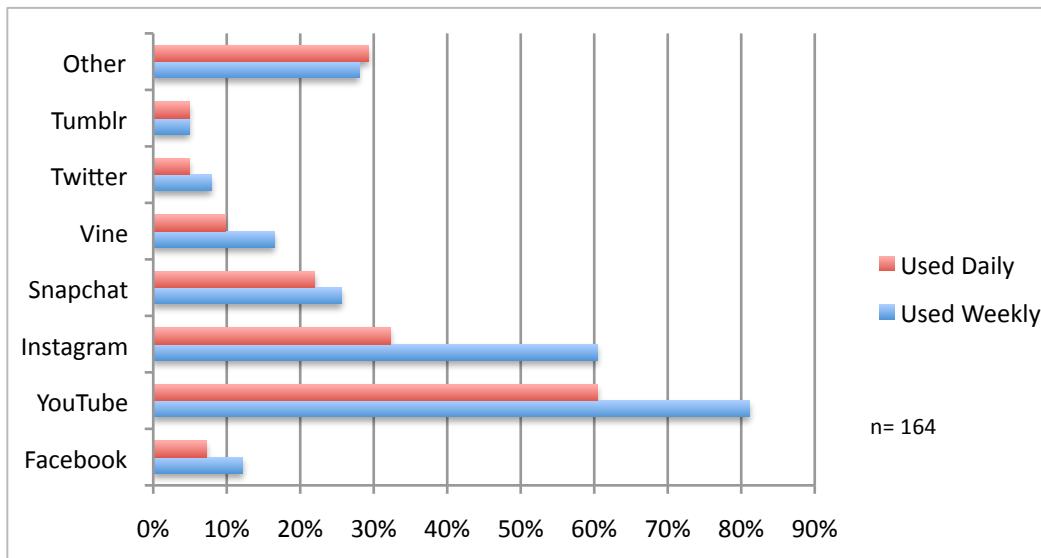


Figure 8. Frequency of Social Media Use by Middle School Youth

The Evolving Presence of Middle School Youth Online

The children in our sample do not know everyone with whom they interact online. We asked them to answer how true the following statement was: “I have met everyone I talk to online in person.” The mean response was 6.58 on a 10-point scale (where 1 means “not at all true” and 10 means “always true.”) Responses also show that the children acknowledge that their parents monitor their devices and online activities, yet children also report that parents do not monitor everything. On a ten-point scale (where 1 is not at all true and 10 is always true), the kids felt their parents seem to know

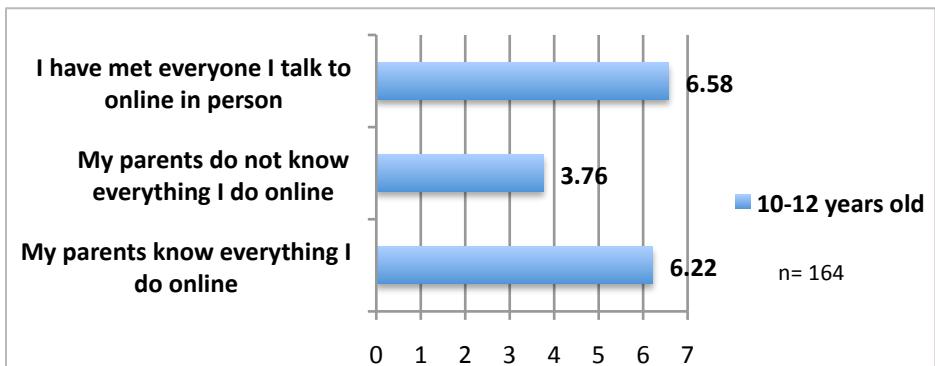


Figure 9. Youth Perceptions of Interactions/Relationships Online and Parental Monitoring



what they are doing, but only to a certain extent. The mean response to the statement “*My parents know everything I do online*” was 6.22. The mean response to the statement “*My parents don’t know what I do when I’m online*” was 3.76. The good news is that youth report that parents/caregivers are mostly aware of their online activity. The concern is that parents report being overwhelmed with attempts to monitor their children’s online activity (see parent survey section).

Use of Privacy Settings: When asked “*which of the following settings do you use for any online accounts you have? (please check all that apply)*” the majority of respondents indicated they use private settings. Forty-five percent said they use privacy settings, 20% said their accounts are public, 8% said they don’t use settings at all, and 24% said they don’t know. This indicates that at least a third of our sample utilize accounts that are open to the public, increasing their personal information shared and the risk. This finding supported the **campaign development of educational efforts to reach children as well as their parents.**

Influencing and Enabling Permanent Youth Profiles

We were interested to discover who influenced middle school youth online and ended up finding out that several people influence them on the digital playground. This influence varies based on context (i.e. home or school) and relationship (parents/caregivers, teachers, siblings, and friends). The findings also demonstrate that this influence leads to (enables) youth online activity. **Enabling these online activities may allow third parties and data brokers to (inadvertently) form permanent profiles of youth.**

Learning about Websites and Applications: We asked them specifically, “Check which one you feel you LEARNED THE MOST FROM about websites and applications.” Although we asked them to check one, several respondents checked more than one (*note that answers add up to more than 100%.) Parents were the greatest influence (46%), followed by friends (43%), and then

teachers (20%). Siblings were also influential (28%). Five percent answered none of the above were the most influential and 14% provided a different source. Of those who said, “other,” several listed themselves and their own online exploration (n=17). Other answers included cousins, grandparents, an aunt, YouTube, and advertisements. We also asked the respondents who they think “HELPS YOU THE MOST find out about new websites or apps”. In this circumstance, friends were the greatest influence (52%). Parents (31%), siblings (26%), and teachers (30%) were similarly influential with a smaller percentage of children. Seventeen children listed themselves under “other.”

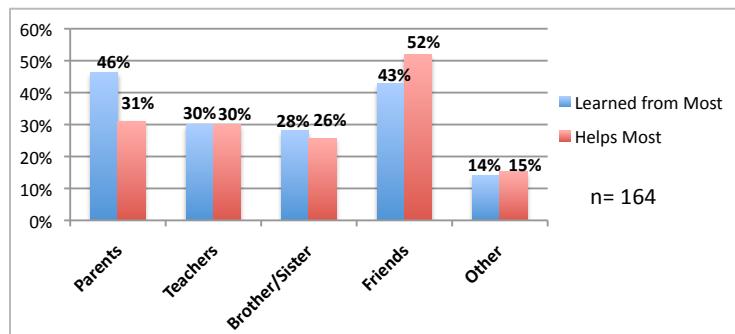


Figure 10. Youth Perceptions of who influences their use of websites and online applications
n = 164



Children Seek Answers: We asked the children, When I have questions about doing something online, I prefer to ask my..." Most of the children prefer to ask their parents (69.5%). A third of the children prefer to ask their friends (40%) and/or siblings (32%). 13% prefer to ask their teachers and 6% said "none of the above." 9% percent of the sample also gave us other sources for their answers. Those other sources include other family members as well as various Internet sources such as Siri and YouTube.

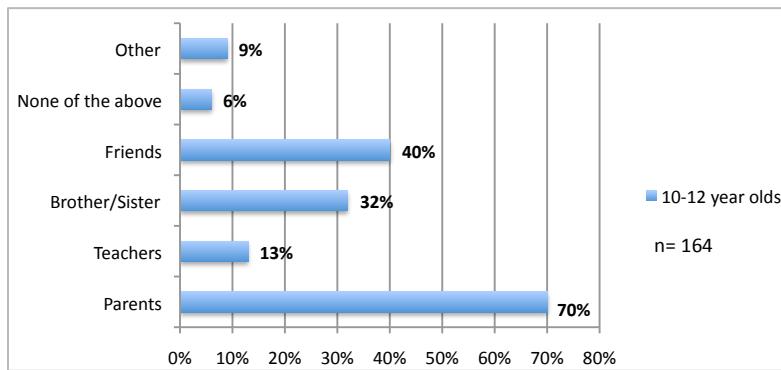


Figure 11. Who Do Middle School Youth Prefer to Ask About Online Behaviors?

Educators as Enablers

In the student surveys, 84% of the children told us their teachers assign homework that involves material they must access online. And 95% told us they have an email account through their school (71% told us they have a private email account and 17% told us they have a family email account).

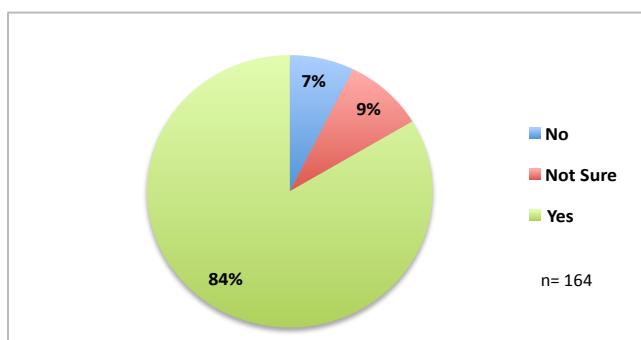


Figure 12. Middle School Youth Report Completing Homework Using Online Material

This demonstrates the impact that educators have on middle school youth online behaviors. This also highlights the need to increase the awareness and knowledge of digital privacy issues involving third party collection of data for educators. While digital literacy definitions currently focus on cyberbullying and stranger danger, the provision of online information by youth while completing their homework online is also concerning.

Middle School Teachers Use of Online Resources:

We asked the middle school teachers (educators), "which homework activities do you regularly assign to students...?" Over half of the teachers assign students homework on Google docx or other collaboration sites (53%). A third of the educators assign students news articles to read (35%). 29% of teachers give students an online video

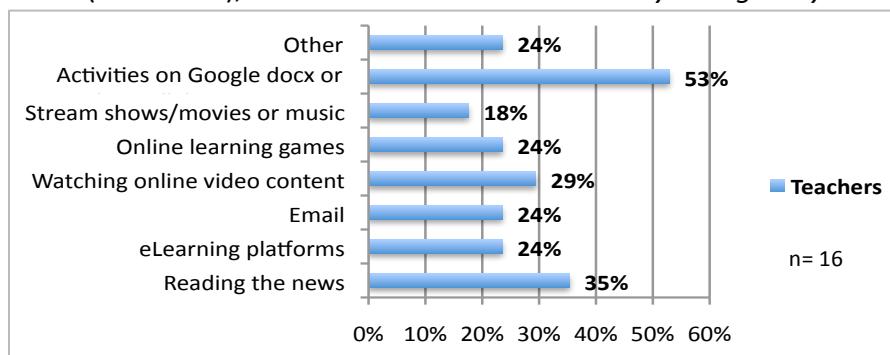


Figure 13. Middle School Teachers Assign Various Online Homework Activities



to watch. 24 percent of the sample also mentioned assigning the class homework on eLearning platforms, email, online learning games, and other sources for their answers. Those other sources included SmartMusic for students to practice their instruments or LMS platforms.

Educators Utilizing Social Media for Homework Assignments: We also asked specifically, “Which of the following social media outlets have you incorporated in your homework assignments, if any?” A majority of respondents reported not giving homework on social media, only 6% assign work at home on Facebook, Twitter, and Instagram. However, 12 percent of the sample marked that they give students homework on YouTube. YouTube came up in the middle school youth focus groups and surveys as well as the parent and teacher surveys as not perceived to be social media. **YouTube is the primary online resource used in the classroom and for homework assignments** as reported by the teachers in our sample. This highlights the possible **confusion about what sites are social media sites, complicating the issues of digital literacy and privacy of online information for youth under the age of 13 and the regulatory efforts of public policy makers, in government and industry.**

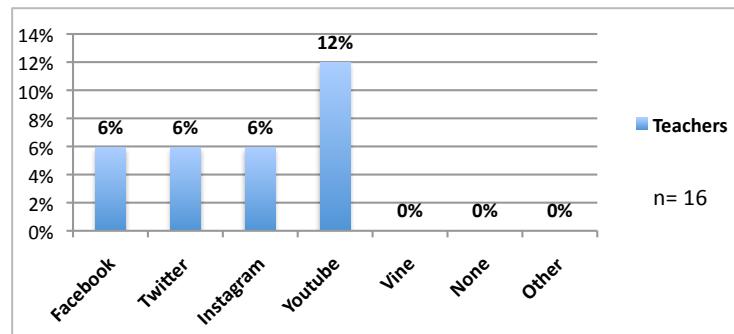


Figure 14. Which Social Media sites do Middle School Teachers incorporate In Homework?

Educators Utilizing Social Media in the Classroom: We asked the educators, “Which social media platforms do you implement in class sessions, if any?” 71 percent of the teachers surveyed utilize YouTube in the classroom. While less than a third of the educators do not use social media in the classroom (18%), some use Facebook (12%) and other platforms (12%). Less than six percent of educators claim to use Twitter, Instagram, and Vine in the classroom. The other social media platform utilized by teachers was Kahoot (a ‘free’ game-based learning platform).

In terms of how students interact with each other on these social media platforms while in class, educators surveyed

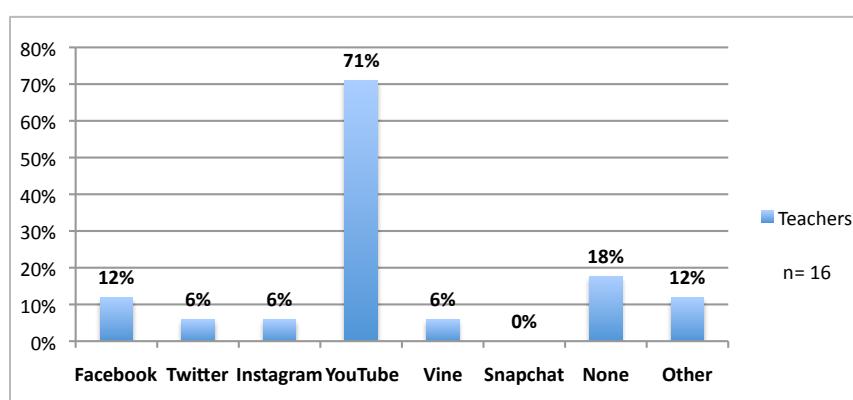


Figure 15. Which Social Media sites do Middle School Teachers Use in the Classroom?

reported interacts with social media mostly through sharing photos (18%), posting new discussions (12%), and other interaction methods (12%). These activities include videos for YouTube, publicizing school events, and reviewing educational videos. Seventy percent of educators



responded that they use YouTube in the classroom, however in this question, over 76% of educators marked that they do not use social media in the classroom. Again, this **highlights the confusion about what is considered social media and that the teachers surveyed do not consider YouTube to be a social media platform. The use of YouTube is of concern since it enables third parties to gather information about youth under the age of 13.**

Educators Experience with Digital Literacy:

We also asked educators to note when they completed any teacher training on digital literacy or safe online information sharing. Almost half of the respondents said that they were trained recently (within the past year) (42%). Thirty-five percent of educators marked that they were trained, but more than a year ago. 18 percent of surveyors mentioned that they were never trained on digital literacy or safety. **The appropriate training for educators is essential, but digital literacy**

training that currently covers issues such as cyberbullying and stranger danger online, should also include issues of third party information gathering, storage, and dissemination.

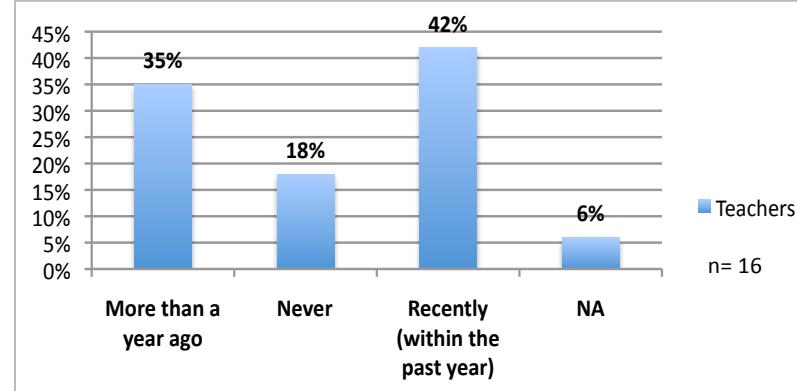


Figure 16. Middle School Teacher Training on Digital Literacy & Safety

Teacher Perspective on Youth Use of Digital Devices:

We asked educators “What devices do you think your students use in order to access the Internet for homework assignments?” All respondents marked that they think students use mobile phones for homework. Almost all educators think students use tablets (94%) and laptop (94%) for homework. Fifty-nine percent of the teachers surveyed believe students use desktops to complete homework assignments.

In terms of digital devices used by educators in class, 94% utilize laptop computers and 4% use tablets. A third of surveyors use desktop computers in the classroom (35%) and less than a fourth use mobile phones (24%).

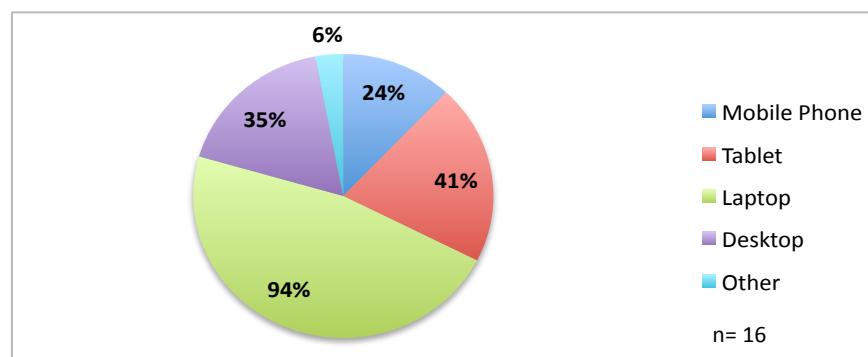


Figure 17. Devices Used by Middle School Teachers to Access the Internet in the Classroom



Parents Find Mediating Risks of Online Activities Challenging (for themselves and their children)

Parental Perspective on Youth Use of Digital Devices: We are interested in the evolution of the digital presence of middle school youth, so input from parents/caregivers was important. Fifty-four parents responded to a survey about their children's use of digital devices and family activities related to digital device use. We asked parents "At what age in your household are (or were) your children first allowed to use digital devices WITH adult supervision, if at all?" Over half (56%) of the parents told us their children were allowed to use digital devices at 6 years of age or younger. Around a quarter of the parents (24%) allowed their children to use digital devices with supervision at 7 or 8 years of age. The rest of the parents said their children were first allowed to use digital devices at 9 (6%), 10 (7%), or 11 (7%) years of age.

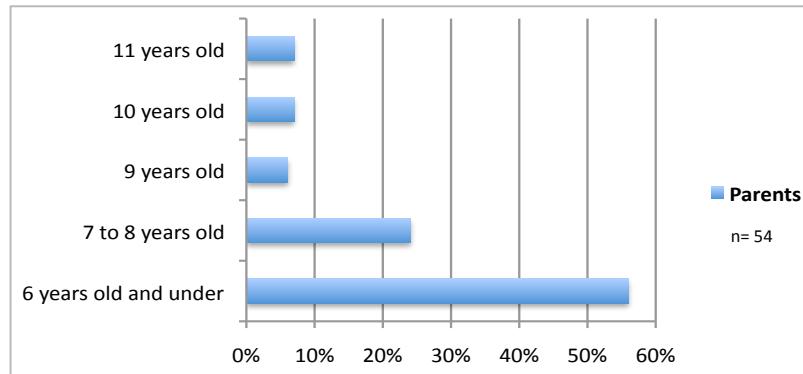


Figure 18. Age When First Used Digital Device (with supervision)

We then asked parents the age at which they did allow or would first allow their child to use digital devices without adult supervision. Answers ranged from 6 and under to 14 and older with 20% providing

answers under the "other" header. Those who responded "other" gave a variety of ages (16, 17, 18) and circumstances (i.e., "As long as they reside in my home," and "When they pay for their own devices") Several parents stated that they were unsure when they

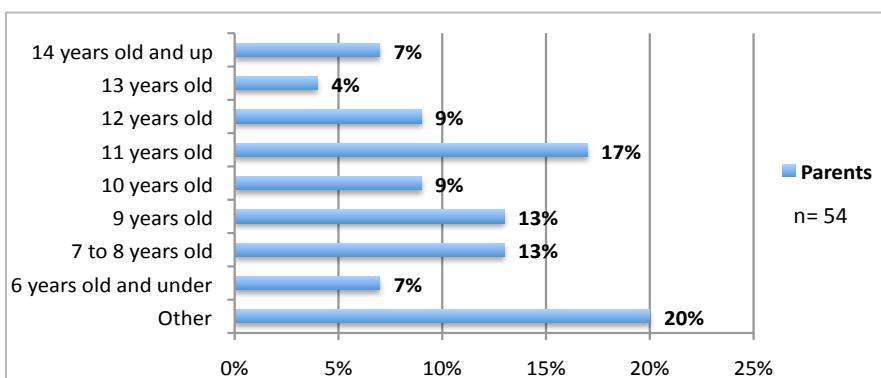


Figure 19. Ages Children Used Digital Devices Without Supervision

would allow their child to use digital devices without adult supervision. **This uncertainty of how to mediate the risks of their children's online activities highlights the challenges parents face in the digital age.**

Perceptions of Parental Monitoring: We asked the children to tell us if and how their parents monitor their online activities. In a survey question we asked, "Which of the following do your parents do to monitor your access online? (Check all answers that apply.)" Over half of the children (52%; See Figure 20) said their parents approved which games or apps they can download. A similar percentage (51%) said parents limit their access to electronics to certain



times of the day. Over a third of the children (37%) said their parents limit the amount of time they can use an electronic device. Other monitoring activities included: checking social media accounts (25%), checking texts (26%), checking videos watched (23%), and checking emails (17%). A quarter (26%) of the children said their parents set up all their privacy settings online. And almost the same number

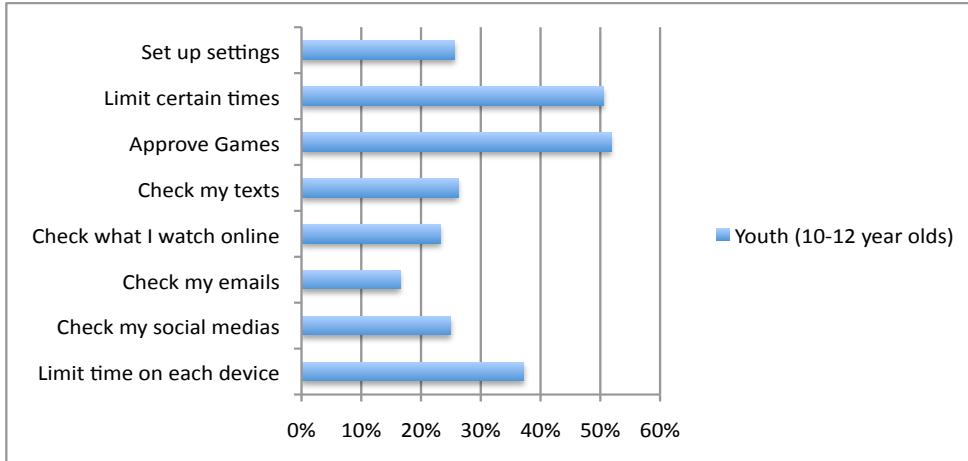


Figure 20. Monitoring Methods Parents Utilize

(23%) said their parents didn't monitor their online access at all. Thus, most of these children believe their parents are not actually monitoring much of their digital use. Surveying parents of middle school youth supported the children's perceptions of monitoring to a degree. In general most parents indicated how difficult it is to monitor their children's online activities.

One parent summed this 'struggle' that many of the parents interviewed expressed:

"I just feel, we struggle with this [rules for online activity] so much. I just feel like we're not being um...when you have rules they're very clear-cut. It's not black and white enough, it's very subjective, that's it. It's based on our understanding or belief on how much time they've had so to them it becomes very subjective as well. They don't understand what the rules are. It's very hard to monitor time on the computer. Like my oldest son is on the computer because he is doing homework and [because] he's having fun. How do you delineate those two as to screen time? Does school time count as screen time or does it not? It's hard to get a handle on how much is too much, how much of it is too much homework, does homework get 100 percent [of screen time] and anything extra is just fun time, which means that fun time gets pretty truncated. That's the struggle as a parent. On one extreme [of monitoring] you get every text and on the other extreme you check periodically...so what's the right answer? I don't know."

Parents are confused as to how to monitor their children's online activities and are challenged to differentiate between schoolwork and fun time online. This exacerbates the challenge of mediating risks and assuring the privacy of their children online.

Parent Perspective on Online Monitoring of Children: Parents tell us they engage in several actions to monitor and limit their children's online activity. Most parents (96.3%) say their child is required to share their digital passwords with at least one adult caregiver. We asked them at



what age this will no longer be required in their household. Only one parent stated an age lower than 14. We asked if the family had rules that prevented *all* family members from using digital devices at certain times of the day. A great majority of families (83%) say they do not allow digital device use during mealmates. Eleven percent may not use them in the car but 11% of the families can use digital devices anytime. We also asked if parents limited the amount of time children are able to spend on digital devices. Around half of the parents (46%) limit their children's digital device use to two or fewer hours per day but many state they are more lenient on weekends than weekdays.

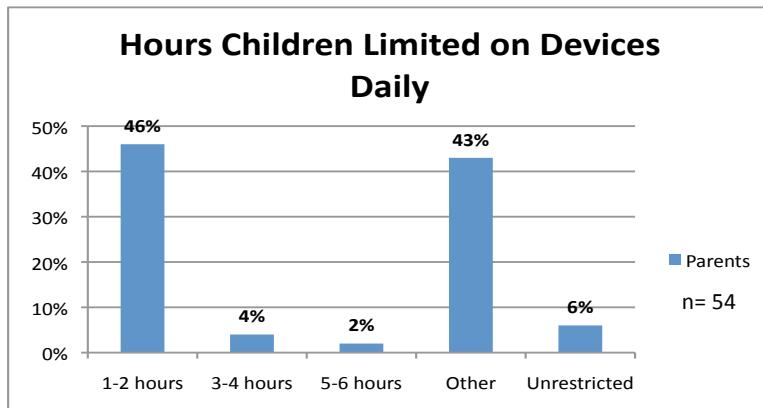


Figure 21. Limiting Screen Time on Digital Devices

Even though parents find it challenging to monitor, most parents are attempting to monitor their children's online activity. Yet parent's also indicated that they 'track' rather than 'monitor' their children online. In fact, most of the parents interviewed indicated that the biggest advantage of giving their children a mobile device was the ability to communicate with them and know their location. **This is concerning since the very assurance that parents receive from tracking their children is often the benefit to third parties, who are also collecting information from these youth as they exchange information online.**

Most parents (63%) state they *do not* limit digital use to specific areas of the home. We asked them to tell us in what areas of the house they allowed digital device use. The living room (30%), home office (26%), kitchen (24%), and designated common area (24%), were the locations in which parents allowed device use. Only 4% allowed digital device use in bedrooms and 2% allowed use in bathrooms.

Parent Perceptions of Privacy Settings and Protection: Because children may partly rely on their parents to understand and set up their privacy settings, it is useful to examine the parents' use and perceptions of their online privacy settings. We asked them to indicate the degree

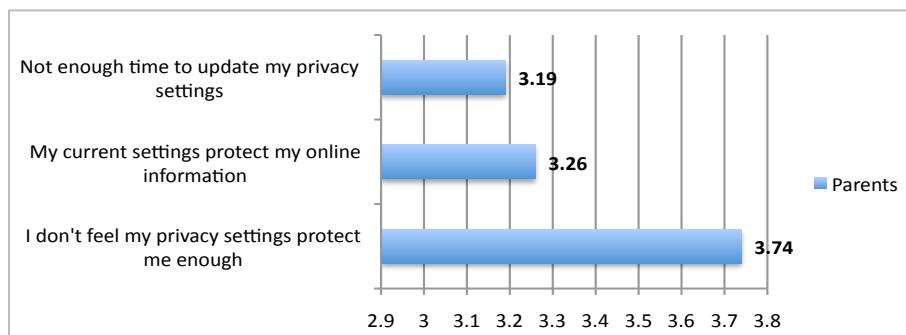


Figure 22. Parent Perceptions of Privacy Settings and Protection

to which they agreed or disagreed with several statements on a five-point scale (where 1 = strongly disagree and 5 = strongly agree). Their mean response to the statement "I know my



current privacy settings" was 3.98. **Parents do not feel their own current privacy settings provide enough protection.** They responded mostly in agreement with the statement, "I don't feel my privacy settings protect me enough" (mean = 3.70) and they are neutral in the direction of agreement (mean = 3.22) regarding the statement, "My current privacy settings effectively protect my online information." Parents differed in their view of their ability to update their settings as necessary. We asked them the degree to which they agreed or disagreed with the statement, "I don't have enough time to update my privacy settings as much as I'd like. **Time may play a role in parent's ability to mediate the risks for themselves online and mediate the risks their children face when exchanging information online.** The mean response was 3.19 with a standard deviation of 1.44.

Recognizing that risks exist for youth online, most of the parents interviewed discussed these risks as cyberbullying or stranger danger online. The issue of databrokers and third parties gathering information from children's interactions online (often interactions that are presumed to be for youth 13 years and older), is relatively unrecognized by parents we interviewed.

"It's easy to access a lot of things that should not be exposed to kids; you don't know who is behind the handles like on Snapchat, their 'friends' could be a 12 year old or a 60 year old. There are so many free apps and some apps are not good and help kids sneak around their parents' backs."

Parents recognize there are advantages and disadvantages of encouraging their children's digital device use and online activity. Yet most parents are unaware of the any long-term risks of the use of their information to form permanent profiles.

Online Activity at age 13: The 7th Grade Technology Leap

Device Use/Online Activity: 10-12 year olds versus 13 years of age and older :

After analyzing the survey findings of 10-12 year olds, we then compared the results with responses from those surveyed who were 13 years and older. Our initial findings indicate some similar answers between the two age groups, and discovered conclusions that differed amongst the two categories. Most importantly to note is what we've termed the **7th grade technology leap**, or an overall increase in device use and online activity between 12 years of age and 13 years of age. When comparing the different age groups and whom they indicated they learn from the most about online

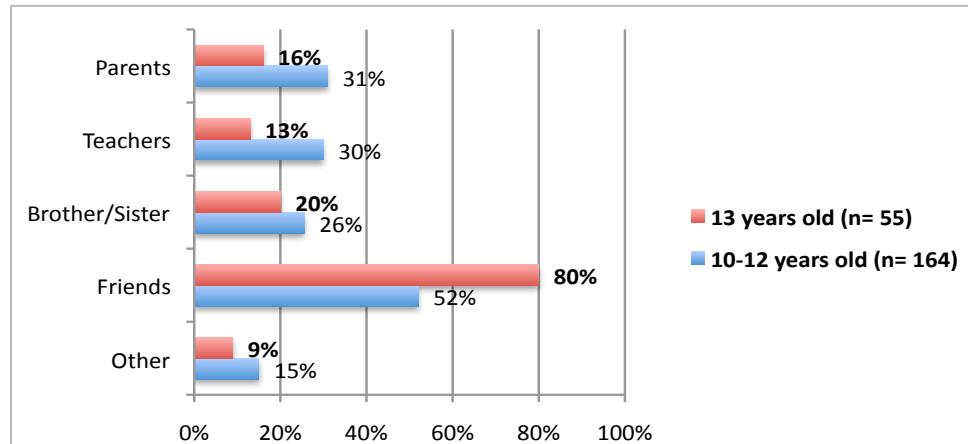


Figure 23. Influencers of Middle School Youth Device Use/Activity



activities (i.e., influencers), our research shows that friends play a more important role to 13 year olds (an increase of over 20%), than 10-12 year olds.

Additionally, 13 year olds prefer to ask their friends about questions they have about online activity, decreasing the desire to ask parents and teachers for help.

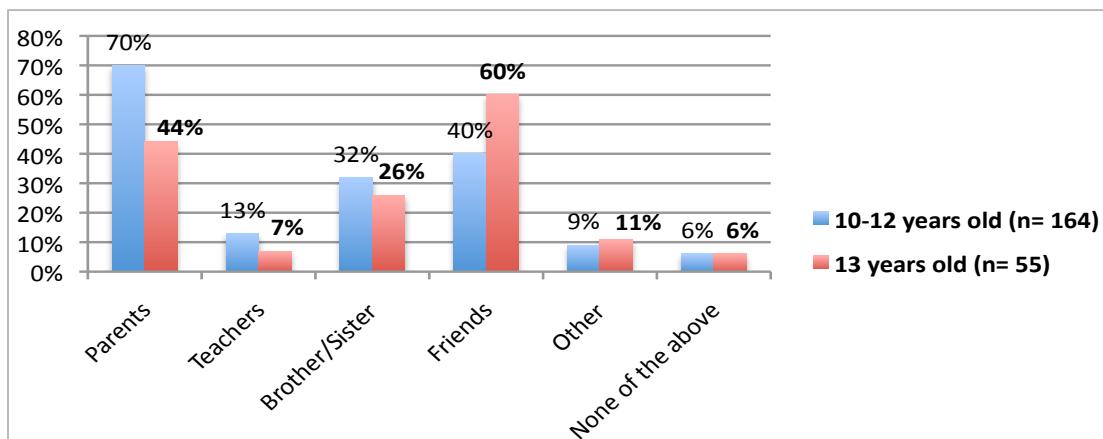


Figure 24. Middle School Youth Preferences when Asking for Help with Online Activities

This difference requires more examination, but initial findings demonstrate the need for intervention and education for youth 10-12 years old. These findings support our initial suspicions about the frequency of device use and online activity by children under the age of 13 and substantiates the development of **youth-driven information privacy education campaigns focused on middle school youth** and the use of the campaigns to reinforce aspects of digital literacy that are relatively unknown by key influencers and enablers of youth device use, online activity, and privacy behaviors.



GRANT DELIVERABLES

CONFERENCES ATTENDED

During 2015-16 grant time frame, the Principle Investigators and project students attended several conferences. We submitted several research presentation proposals based on the grant. Some proposals targeted educators while others were more relevant to marketers. Two proposals were accepted for presentation as poster presentations at the American Marketing Association Winter 2016 conference and the 2016 American Marketing Association International Collegiate Conference.

Federal Trade Commission: PrivacyCon (January 2016)

Attendance: Both PIs and both lead research assistants

The research team was able to submit early research proposal to the Federal Trade Commission's (FTC) PrivacyCon. The team traveled to Washington D.C. to take part in the event and discuss the grant. Both Principal Investigators and the two primary research assistants attended this conference in Washington, D.C (See Figure 25). The event brought together a diverse group of government regulators, academic researchers, industry professionals, and consumer supporters.

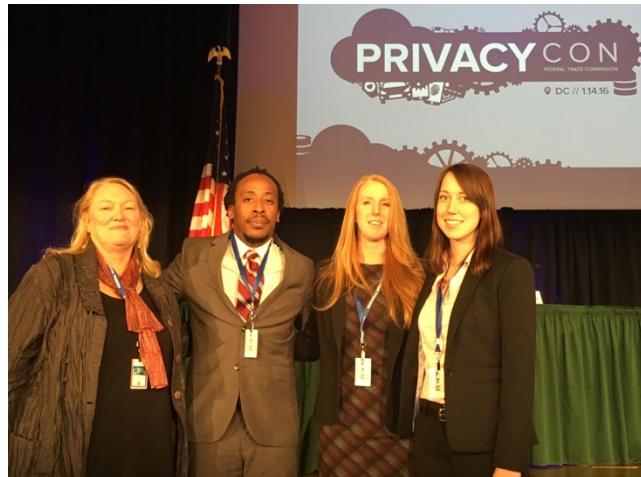


Figure 25. YDIPEC Grant Team at PrivacyCon 2016
Left to right: Dr. Tina Kiesler, Andres Nieto, Dr. Kristen Walker, and Summer Malone

The YDIPEC research team networked with other researchers and discussed our findings with them, the media, and FTC personnel. In addition, we informally met the current FTC Chairwoman Brill, of the Federal Trade Commission and conversed about the grant project and our preliminary findings. We stressed the importance of policy addressing privacy of youth under 13 years of age. We look forward to working with the FTC in the future, particularly on the issues of digital privacy and online protections for those under the age of 13.

Winter 2016 American Marketing Association Conference (February 2016)

Attendance: Both PIs and Eight students from MKT 459 (Social Media Marketing)

Along with both Principal Investigators, the three winning campaign teams from the Social Media Marketing class traveled to the Winter American Marketing Association Academic Conference in Las Vegas and presented grant research in a poster session. At this conference, educators and marketing professionals gather to discuss new research and marketing's role in creating a better world.



During this poster session (See Appendix G), we presented research findings gathered up to that point, regarding the gatekeepers of pre-teen social media adoption and use, including the influencers and enablers of pre-teen social media use (see Figures 26 & 27). The results shared with academic professionals included focus group and survey findings. The influencers of online behavior mentioned by youth were parents, friends, teachers, and siblings. Also, 66% of parents/care-givers responded no to the question “Is your 10 to 12-year-old child(ren) on any social media sites,” while children responded with the social media sites they visit weekly, the most visited being YouTube, Instagram, and Snapchat. We used a 2x2 matrix to illustrate children’s and parents’ awareness and mediation of risks.

Our findings concluded that youth are very trusting when online and that parents as ‘gatekeepers’ face challenges with their own lack of time, ability, and knowledge of protection mechanisms, as well as their often limited knowledge or use of social media. Also, both children and parents/caregivers lacked an understanding of the lasting impact and risks associated with data shared online from what they perceive is innocuous use of digital media. With these challenges, the online protection of youth is critical and influencers need more knowledge about privacy protection strategies for adults and children.



Figure 26. Project Director Summer Malone with the poster at 2016 Winter AMA

Awareness of Online Privacy Risks and Mediation of Risks			
	Children	Parents	
Awareness of Risks	<ul style="list-style-type: none"> † Think private accounts are safe and public unsafe † They fear coming across “inappropriate” content during searches and with YouTube † Aware of “bad guys” † Unaware of cloud † Unaware 3rd parties exist † Unaware deleted info still accessible 	<ul style="list-style-type: none"> † Think private accounts are safe and public unsafe † Lack of knowledge of protection mechanisms for youth 	
Mediation of Risks	<ul style="list-style-type: none"> † Parents want to approve apps (paid or free) † Email used for schoolwork, not socializing † 53% say parents must approve games & apps 	<ul style="list-style-type: none"> † Parents agree they know about privacy settings (mean=3.98 on 5 point agreement scale) yet only 48% say they use privacy settings. † Neither agree nor disagree with statement, “I don’t have enough time to update my privacy settings as much as I’d like (mean = 3.19 on 5-point agreement scale) 	

Figure 27. Awareness of Online Privacy Risks and Perceived Mediation of the Risks by Children and Parents

Walker, Kristen, Tina Kiesler, Andres Nieto, and Summer Malone (2016), “Gatekeepers of Pre-Teen Social Media Adoption and Use: Influencers and Enablers,” Presented at American Marketing Association Winter Educators’ Conference, February 26, 2016.



American Marketing Association International Collegiate Conference (March 2016)

Attendance: 1 PI and 4 students

Dr. Kristen Walker accompanied four students from the project (the two primary research assistants and two students from the Fall 2015 Social Media Strategy course) to the 2016 American Marketing Association International Collegiate Conference in New Orleans. They presented a poster titled “Pre-Teen Presence on Social Media: Privacy Awareness and Mediation.” This poster was geared toward young marketing professionals and their professors. At this conference, aspiring marketers and business professionals merge to learn about the newest marketing trends as well as tools and tips to successful career paths.

During this poster session (See Appendix H), we presented data on pre-teens’ increasing presence on digital media, and we connected the digital gap between privacy awareness and privacy mediation. The results shared with academic professionals included youth responses from focus group and youth survey findings. We focused only on children’s responses in this presentation. Similar to the previous poster, we used a 2x2 matrix to illustrate children’s awareness and perceived strategies for mediation of risk as well as protection methods. We also used this poster to introduce the three winning campaigns and discuss additional solutions for educating youth about online privacy (see Figures 28 and 29).

Awareness of Risk and Protection Methods (Youth Ages 10-12)		
	□ Survey Data	☒ Focus Group Data
Awareness of Risk	<ul style="list-style-type: none">□ Less than 50% have their social media accounts set on private□ The majority have met in person the people they talk to online (mean=6.59 on 10 point agreement scale)□ 83% are assigned by their teachers homework that require them to go online	<ul style="list-style-type: none">- "Google? Yeah I go on Google when I research or sometimes when I need help with my homework and my parents are both busy."- "...the good thing about YouTube is that you don't have to have an account to watch videos."- "I use Instagram but I have a private account so it's not like it's out there in the world."- "So do you think your [social media post] is gone?"- "I think it might be gone."
Mediation of Risk	<ul style="list-style-type: none">□ 53% say parents must approve games & apps□ 25% said parents check their social media accounts□ 19% said parents do not monitor their online access□ 96% use a school email account□ 71% prefer asking their parents on what they can view online	<ul style="list-style-type: none">- "If you want more followers, then take your account off of private."- "I never add my location unless I'm at a famous place like Disneyland, Legoland, etc."- "Well I'm about to get an iPhone and my mom said I might be able to get a private Instagram account, so I might do Instagram."- "What does 'use social media safely' mean to you?"- "Interact with other people."

Figure 28. Middle-School Age Youth Awareness of Online Privacy Risk and Protection Method

From: Lawson, Daniel, Andres Nieto, Sebastian Blanc, Kristen Walker, Tina Kiesler, and Summer Malone (March 2016), “Pre-teen Presence on Social Media: Privacy Awareness and Mediation,” presented at American Marketing Association International Collegiate Conference.



Figure 29. CSUN Student Presenters at AMAICC March 2016

From left to right: Andres Nieto, Sebastien Blanc, Daniel Lawson, and Summer Malone

Additional Conferences Discussing Grant and Process:

- Marketing EDGE Conference in Boston (Oct. 4, 2015). This conference precedes the Direct Marketing Association (DMA) annual meeting
- Federal Trade Commission: Cross Device Tracking (November 2015)

CAMPAIGNS CREATED FOR YDIPEC

Six teams of marketing students developed campaign concepts. Social Media Marketing course teams consisted of 4 to 5 students. Each student team prepared and completed an integrated marketing communications plan that included a situation analysis, detailed recommendations, a timeline, and a budget. The budget for campaigns was unrestricted in order to allow students ample room for creativity during the course.

After the teams submitted their final projects, it was evident that several of the campaigns showed promise for success in development. Therefore the grant team chose three campaigns for production (and budgeted accordingly). Representatives from the winning teams traveled to the American Marketing Association International Collegiate Conference and presented grant research and a description of their campaigns in the poster session. The three campaigns were produced for distribution, including video and one-sheets. The campaigns will be described in more detail in the next section.

THREE CAMPAIGNS

In addition to creating a campaign, the three winning teams also developed a one-sheet, summarizing campaign deliverables. These one-sheets were used as proposals to CSUN's Cinema and Television Arts (CTVA) Multi-Media class, for consideration and further production. Each campaign includes three animated videos.



1. Be A Smart Cookie: Every Click Leaves A Crumb

Campaign Description: Going online leaves digital footprints, similar to crumbs falling from a cookie. As our hero, a cookie named Chip, downloads content, conducts online searches, or interacts with others on social media, crumbs fall from Chip. These crumbs are then gathered by the tracker mice who represent third parties & databrokers. Watch and learn tips to becoming a Smart Cookie online.

Be a Smart Cookie: Every Click Leaves a Crumb

Campaign launch: 4/25/16-5/6/16

The book that starts the story

- A picture book that shows what happens when information is shared online.
- This will also follow along with the videos.

Finish by 4/22/16

YouTube

First funnel video:

- Chips participates in various online activities, such as YouTube, Minecraft, and Instagram.
- Chips' posts leave crumbs of information behind.
- Ultimately, Chips cannot run for student council because of the crumbs.

Finish by 4/15/16

YouTube Cont.

Second video:

- Chips sits at his computer. Each post and comment moves crumbs into jars on the desk. Unknowingly, mice come and take crumbs from the jars.
- Chips then sees his crumbs are stolen. He googles "How to be a smart cookie", our website appears with the "Think before you crumble" steps.

Finish by 4/22/16

YouTube Cont.

Think before you crumble videos:

- 1st tip: Name, Age, Location
- 2nd tip: Would it offend any friends or family?
- 3rd tip: Does it stop me from accomplishing any future goals?

Finish by 4/22/16

Home Base

Campaign website:

- 2 quizzes, "What cookie crumbs do you leave behind?" and "Do you know who picks up your crumbs?"
- Users can print a crumb certified certificate!
- Educational info. and tips.
- Include access to book in PDF format & Facebook

Finish by 4/4/16

Meme Contest

Users submit their 'success kid' meme caption on Instagram & Twitter.

- Winner receives a smart cookie T-shirt.

Finish by 5/1/16

Cookie Party

One class will earn a cookie party through a writing assignment.

- Buttons with campaign hashtag and mascot will be given as party favors.

Finish by 4/4/16

#CrumbClicks

Figure 30. One-Sheet for "Be a Smart Cookie: Every Click Leaves a Crumb" Campaign

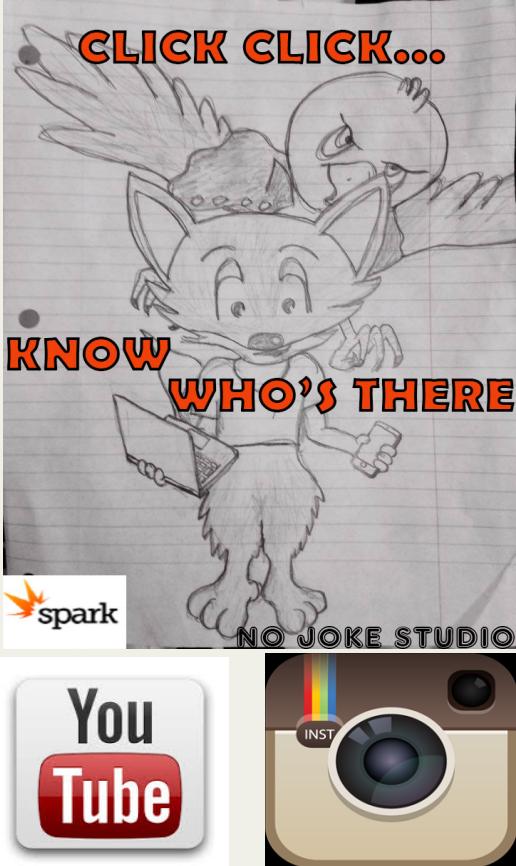


2. Click Click... Know Who's There: Out Fox The Cyber Hawks

Campaign Description: LOOK OUT! The Cyber Hawks (data brokers) are watching, trying to acquire your personal information. But don't worry, expert Kit the Fox is here to demonstrate how to keep your information safe. Kit thinks he knows it all but soon learns information privacy danger lurks, especially on the internet. Will the Cyber Hawks succeed in acquiring Kit's online information, or will Kit outwit them like a sly fox?

A YOUTH DRIVEN INFORMATION PRIVACY CAMPAIGN

#OUTFOXTHECYBERHAWKS



CLICK CLICK...

KNOW WHO'S THERE

NO JOKE STUDIO

spark

SO WHERE DO WE WANT THEM TO BE?
Our end goal is to create an environment in which children take control of the situation and inspire their peers to do so as well. It is as simple as providing them with fun and compelling experiences that promote education, engagement and empowerment.

HOW DO WE GET THEM THERE?
We build awareness of CLICK, CLICK... KNOW WHO'S THERE...a You Tube Channel
We create brand loyalty to NO JOKE STUDIO
a youth-driven website.

BUT WHERE DO WE BEGIN?
Start local in terms of reach.
Turn leads into viewers and connect viewers to the brand.
Monetize our efforts through media sponsorships.

Figure 31. One-Sheet for "Outfox the Cyber Hawks" Campaign



3. The Privacy Game: Your Privacy Isn't Just A Game

Campaign Description: How well do kids protect their privacy? Watch as middle school youth play the Privacy Game. Each time they share their information, they lose a little bit of their life bar and the shadows (data brokers) grow larger. When the life bar reaches zero, it's GAME OVER.

Fantasy vs. Reality

Campaign using VR games and VR videos to educate children the risk of being online

VR Games	App	Social Media	Swag
VR Games <ul style="list-style-type: none"> - Develop games using popular references like Harry Potter, Batman, etc. - We cannot copy exactly but we can allude to references - Use 360-degree VR games and VR videos to engage users - Use cardboard VR devices to allow full immersive VR experience on a budget 	App <ul style="list-style-type: none"> - Used to launch VR games and VR videos - Demonstrate to users the danger of being online - Educate user how to use the Internet safely - Lead users to website 	Social Media   <ul style="list-style-type: none"> - Create an Instagram and YouTube account - Create a logo with CTVA for profile pictures of each platform - Weekly Instagram posts with safety tips online - Monthly mini Instagram videos that are teasers to the main YouTube video - 360 YouTube Videos 	Swag <ul style="list-style-type: none"> - Make pencils, hats, and wristband to pass out during demonstrations - Have taglines, website, and/or hash tags on swag
VR Video Idea	VR Game Idea		
<p>How does this campaign educate children and prevent them from surrendering their personal information?</p> <ul style="list-style-type: none"> - Campaign mainly targets kids but can target a large age range audience - Engage users in a virtual reality setting while educating them on how their data is being used - Generate awareness for the issue at hand and create traffic to the NoJokes.com website - Inspire children to practice online safety 			

Figure 32. Privacy...it's not a game



Campaign Home: Creating the Youth Privacy Protection Website

To introduce our research and campaigns to the public, particularly youth 10-12 years old, parents/caregivers, and educators, our research team created a website,

<http://www.youthprivacyprotection.org>. This website features our campaigns as well as privacy tips, a blog (for future use), and our contact information. Additionally, our team created a Twitter account to help spread the word and retweet the newest privacy trends and regulations. The website launched at the end of July 2016 and is awaiting promotion with the school districts of the students in the research.



Figure 34. YouthPrivacyProtection.org Homepage

Working Papers

Several working papers are in progress based on the data collected for this project. We are targeting the *Journal of Public Policy and Marketing* as well as the *Journal of Consumer Research*.



DISCUSSION and CONCLUSION

We overcame several challenges in our quest to better understand youth online privacy knowledge and behavior. The IRB approval process took twice as long as we expected. It took 4 months when we had forecast a 2-month process. In addition, we experienced increased costs associated with research that involves minors. In particular, mandatory background and Livescan checks were required of all individuals with direct contact with minors. Shots were also required. We had not budgeted for these costs but were able to handle them because we selected fewer students to work in direct contact with the minors taking part in our study. Due to the late start date of our project resulting from the delayed IRB approval, we experienced greater challenges than expected in securing teachers and parents who would take part in our project. Enhanced outreach was time-consuming but effective.

This grant allowed us to accomplish several things as outlined below, yet the research team believes that the primary value of this project came from allowing and creating an environment where college students and middle school youth could learn from one another. Every student involved in the campaign creation came away with a better understanding of digital literacy and a new appreciation for the issue of third parties gathering, storing, and disseminating personal information. It also led to increased awareness of how much personal information is exchanged by individuals on a daily basis and ultimately helped to define the **permanence paradox – when an individual engages in online information exchanges without mediating the risk, due to a lack of knowledge of the long-term value of their personal information.**

Middle school youth are increasingly online and their presence is evolving. They are unaware their information exchanges form permanent profiles.

The lack of awareness of the formation of permanent profiles of youth online (youth younger than 13 years) requires protection in the form of education (i.e. the educational campaigns created for this grant) for middle school youth (focusing efforts on youth 10 years of age and younger), parents, and educators. Government and industry regulatory efforts should recognize that youth under the age of 13 are being influenced and enabled to engage in online activity without an understanding of the long-term consequences. While our finding that the 7th grade technology leap recognizes what other studies have, that online activity is increasing, the age of 13 may not be a sufficient barrier to entry for parents and educators. Without recognition of the potential harm of permanent profiles, parents and educators may be unknowingly placing their children and students at long-term risk. Middle school youth ages 10-12 are indeed vulnerable and it is likely that elementary aged children will be utilizing technology more in the future and thus face increasing risks.

Some parents consent to their children's online activity and some educators encourage the use of online resources/material, but it appears that many are unaware, overwhelmed, and confused about digital literacy and may not understand the amount of information gathered, stored, and disseminated from these online activities.



We believe that our **youth-driven information privacy education campaigns** will play an important role in increasing awareness of potential risks for middle school youth, parents/caregivers, and educators. These campaigns and the research associated with them help illustrate how the lack of understanding of these issues affects challenges with monitoring and protecting youth online.

Current regulations are designed to protect information privacy of children less than 13 years of age. The regulations as they exist now protect children only on websites that target youth less than 13 years of age. Our research shows that children under 13 are highly active on websites, particularly social media, which target adults. Often parents and educators are enabling the youth's entry into social media. Schools request students use sites such as YouTube for homework assignments. Parents help children develop Instagram and other social media accounts, not understanding that the children's personal information may be shared with data brokers and other third parties. Not only is more research vital in this area, policy makers should give this issue their heightened attention to prevent the development of online information profiles of children under the age of 13.



REFERENCES

Anderson, M. (2016). Technology device ownership: 2015. *Pew Research Center*.

Lenhart, A. (2015). Teens, social media & technology overview 2015. *Pew Research Center*, 9.

Walker, Kristen and Khieu, Kimberly. (2015), *Digital Literacy and Consumer Information*,
http://media.wix.com/ugd/a904a6_7ca83ab12a9945a59e5836110e151247.pdf



APPENDICES



Appendix A

IRB Approval Forms

CSUN | RESEARCH AND GRADUATE STUDIES

September 14, 2015

The Committee for the Protection of Human Subjects has approved the research referenced below. Please retain and use this number on any correspondence related to the project.

Date of Approval: 9/10/15
Expiration Date: 7/29/16
IRB Number: 1415-197
Project Title: A Youth-Driven Information Privacy Education Campaign
Principal Investigator: Kristen Walker
Department: Marketing
Co-Investigator(s): Tina Kiesler

Please retain this letter and information for your records. Please be aware that you must immediately report any change in research activity or amendments to any protocol associated with this study. You must also report any adverse events or unanticipated problems involving risks to subjects or others. Please submit these reports to the Office of Research and Sponsored Projects at mail code 8232 or kat.sohn@csun.edu.

Continuation of the study past the expiration date requires IRB review and approval. Please note that even though subject enrollment or involvement may be complete, if you are analyzing data with identifiable information, or the link to identifiable information still exists, you must renew your protocol. In order to receive approval by the expiration date, please submit your renewal request at least 30 days prior to the expiration.

Enclosed you will find your Protocol Approval Form and approved Informed Consent Form. Consent forms given to subjects participating in the research must bear the approval stamp of the IRB. If you require changes to the consent form, please contact the Office of Research and Sponsored Projects.

Important note: Please be aware that this approval means that you have met the requirements of federal regulations and CSUN policies governing human subjects research. Approval from other entities may also be needed. For example, access to data from private records (e.g. student, medical, or employment records, etc.) that are protected by FERPA, HIPAA, or other confidentiality policies requires permission from the holders of those records.

If Applicable: Some listservs and websites have policies regulating the types of advertisements or solicitations that can be posted, including from whom prior approval must be obtained before posting a recruitment notice for research. Similarly, most agencies, organizations, institutions, and even classroom instructors, have policies regarding who can solicit potential research participants from their students, employees, etc., what information must be included in solicitations, and how recruitment notices are distributed or posted. You should familiarize yourself with the external policies and approval procedures required of you to conduct your study. CSUN IRB approval or exemption does not substitute for these approvals or release you from the responsibility to insure that you have gained appropriate approvals before advertising your study or conducting your research.

Review Type: Expedite Category #7
IRB Registration: IRB00001788
Funding: Digital Trust Foundation
Assurance Number: FWA00001355

18111 Nordhoff Street, Northridge, CA 91330-8232 | P: (818) 677-7901 | F: (818) 677-4091 | irb@csun.edu

1415-197

Faculty Researcher

HUMAN SUBJECTS PROTOCOL APPROVAL FORM
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

1. Title of Research: A Youth-Driven Information Privacy Education Campaign
2. Principal Investigator: Dr. Kristen Walker
3. Department: Marketing Campus Ext: x2040
Email: kristen.walker@csun.edu Mobile: (310) 597-1774
4. Co-Investigators: Name and University (if applicable):
Dr. Tina Kiesler (CSUN)
5. Recruitment/Data Collection Start Date: 08/01/15 End Date: 08/30/16
6. Check one: Unfunded Funded
Name of Funding Source: Digital Trust Foundation Submission Date: 12/5/2014
7. History of Protocol: New Continuing (Previous Approval Date _____)
8. Existing Data: Will this study involve the use of existing data or specimens? YES NO
If Yes, attach documentation indicating the authorization to access the data if not publicly available and if accessing from an agency outside of CSUN.
9. Subjects to be recruited (check all that apply): specify in Section 2.
 a. Adults (18+ years) d. CSUN students
 b. Minors, specify age: 10-12 e. Other, specify: parents of the minors
 c. Cognitively or emotionally impaired f. Existing data
10. Data will include (check all that apply): specify all checked items in the Project Information Form.
 a. Names of people f. Gender k. Job title
 b. Email address g. Ethnicity l. Names/types of employers
 c. Street address h. Marital status m. Physical health report
 d. Phone numbers i. Income n. Other, specify: _____
 e. Age j. Social security
11. Will subjects be identified by a coding system (i.e., other than by name)? YES NO
12. Is compensation offered? YES NO
If yes, describe (e.g., gift cert, cash, research credit): _____
13. Projected number of subjects: 30-100
14. Method of recruiting subjects (elaborate in Section 2): via middle schools
15. Will there be any deception (not telling subjects exactly what is being tested)? YES NO
Provide justification for deception and explain how subjects are debriefed in Section 2.
16. Potential Risk Exposure: Physical Psychological Economic Legal Social
 Other, specify: minimal discomfort with questions Risk must be specified and elaborated in Section 4.

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17. Data Collection Instruments (check all that apply)

- a. Standardized tests
- b. Questionnaire
- c. Interview
- d. Existing data
- e. Other, specify: focus group

18. Recorded by (check all that apply)

- a. Written notes
- b. Audio tape
- c. Video tape/film
- d. Photography
- e. Observation
- f. Existing data

19. Administered by (check all that apply)

- a. In person (group/individual)
- b. Telephone
- c. Text message
- d. Email/website
- e. Mail
- f. Existing data
- g. Other, specify: _____

20. Findings used for (check all that apply)

- a. Publication/presentation
- b. Evaluation
- c. Needs assessment
- d. Thesis/dissertation
- e. Other, specify: _____

21. Are drugs or radioactive materials used in this study? YES NO
If yes, list the drugs or radioactive materials used in Section 1 and provide a detailed description of each, with justification for its use.

22. Are any medical devices or other equipment to be used in this study? YES NO
If yes, describe in detail the medical devices or equipment to be used in Section 2.

23. Did you attach a copy of any questionnaire(s), survey instrument(s) and/or interview schedule(s) referred to in this protocol? YES NO

24. Is a letter of permission for subject recruitment attached (if recruiting from an agency outside of CSUN)? YES NO N/A

25. Does your research require international travel? YES NO
If yes, your travel must be approved by the Office of Insurance and Risk Management. Please visit <http://www.admn.csun.edu/risk/> for procedures and guidelines.

26. SIGNATURE:
Your signature on this Protocol Approval Form indicates that:
You are familiar with the regulations for human subject research as defined by California State University, Northridge's Standing Advisory Committee for the Protection of Human Subjects (SACPHS) and you intend to follow these regulations when conducting this study.

Walker 8/26/15
Signature of Faculty Researcher Date

FOR SACPHS AND RESEARCH OFFICE USE ONLY
 Noted, Exempt Approved, Minimal Risk Approved, Greater than Minimal Risk Approved, Expedited Review

Dad G 8/26/15
Signature of Researcher Date

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California State University, Northridge
PARENT OR GUARDIAN CONSENT FOR CHILD PARTICIPATION IN RESEARCH
A Youth-Driven Information Privacy Education Campaign

You are being asked to consent for your child to participate in a research study. This project is being conducted by California State University Northridge (CSUN) Marketing Professors Dr. Kristen Walker and Dr. Tina Kiesler. Participation in this study is completely voluntary. Please read the information below and ask questions about anything that you do not understand before deciding if you want to allow your child to participate. A researcher listed below will be able to answer your questions.

RESEARCH TEAM
Researcher:
Kristen Walker, PhD.
CSUN
Department of Marketing
18111 Nordhoff St.
Northridge, CA 91330-8377
Telephone Number (818) 677-2040 (office)
kristen.walker@csun.edu

Researcher:
Tina Kiesler, PhD.
CSUN
Department of Marketing
18111 Nordhoff St.
Northridge, CA 91330-8377
Telephone Number (818) 677-4608 (office)
tina.kiesler@csun.edu

PURPOSE OF STUDY
The purpose of this research study is to develop an educational campaign for middle-school aged youth about digital information sharing and safety. Middle school youth who participate in this project will be asked about their digital information sharing and use.

SUBJECTS
Inclusion Requirements
Your child is eligible to participate in this study if he/she will be 10, 11, or 12 years old in middle-school during the 2015-16 academic year.

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TIME COMMITMENT

Participation will include a small group discussion approximately one hour in length outside of school hours.

PROCEDURES

The following procedures will occur over the 2015-16 academic year:

With your permission and the permission of your child, your child will take part in one or more phases of the project. Once permission is granted, you or your child may change your mind and stop taking part at any time.

- Your child will be asked to take part in a group discussion about the media and apps s/he uses (if any) and how they are used. The group discussion will be video and audio recorded for the purpose of accuracy in transcription of the focus group discussion. If you or your child do not want to be video or audio recorded then you can tell us that at the end of this form.

RISKS AND DISCOMFORTS

The possible risks and/or discomforts associated with the procedures described in this study are minimal. They include potential discomfort from discussions about experiences that may differ from one's peers or social embarrassment. If your child is uncomfortable answering focus group questions during the project, s/he may refrain from answering those questions at any point and time.

BENEFITS**Subject Benefits**

Your child may not directly benefit from participating in this study. However, the possible benefits your child may experience from the procedures described in this study include greater knowledge of how information is gathered and used in digital contexts as well as increased knowledge and potential use of his or her own privacy protection behaviors.

Benefits to Others or Society

Your child's participation will also serve to increase the knowledge and online safety of other students via input on the informational communications campaign targeted to middle-school aged youth. The goal of the resulting campaign is an increase in their knowledge of how organizations gather and combine information shared online, and how that information is used. The ultimate goal is that the youth will take privacy and safety precautions when using digital platforms and sharing information, resulting in greater online safety.

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ALTERNATIVES TO PARTICIPATION

Your child may refuse to answer any questions posed in the project and may discontinue participation at any time.

COMPENSATION, COSTS AND REIMBURSEMENT

Your child will not be paid for his/her participation in this research study and there is no cost to you for your child's participation in this study.

We do not expect you or your child to incur any expenses for your child's participation in this study.

WITHDRAWAL OR TERMINATION FROM THE STUDY AND CONSEQUENCES

You are free to withdraw your child from this study at any time. If you decide to withdraw your child from this study you should notify the research team immediately. The research team may also end your child's participation in this study if s/he does not follow instructions, misses scheduled visits, or is disruptive.

CONFIDENTIALITY**Subject Identifiable Data**

All identifiable information that will be collected about your child will be removed and replaced with a code. A list linking the code and your child's identifiable information will be kept separate from the research data and will be directly available only to Professor Walker and Professor Kiesler. The list linking the code and your child's identifiable information will be kept in a file cabinet in Dr. Walker's office at California State University Northridge.

Data Storage

Information gathered from this study will be stored on the hard drive of the principal investigators' (PI) computer (Dr. Kristen Walker and Dr. Tina Kiesler) and will only be accessible by the co-principal investigators and three lead research assistants. Data stored are saved with a code and all personally identifiable information removed prior to storage. A back-up file of this coded information will be stored on the CSUN's server under the principal investigator Dr. Walker's university account (accessibility is limited to the co-Principal Investigators).

Data Access

The researchers named on the first page of this form will have access to your child's study records. Any information derived from this research project that personally identifies your child will not be voluntarily released or disclosed without your separate consent, except as specifically required by law. Publications and/or presentations that result from this study will not include identifiable information about your child.

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Data Retention

The researchers intend to keep the research data for approximately 5 years and then it will be destroyed along with the separate list linking your child's name to the data.

Mandated Reporting

Under California law, the researchers, including CSUN students working on the project, are required to report known or reasonably suspected incidents of abuse or neglect of a child, dependent adult or elder, including, but not limited to, physical, sexual, emotional, and financial abuse or neglect. If any researcher has or is given such information, he or she may be required to report it to the authorities.

IF YOU HAVE QUESTIONS

If you have any comments, concerns, or questions regarding the conduct of this research please contact the research team listed on the first page of this form.

If you have concerns or complaints about the research study, research team, or questions about your child's rights as a research participant, please contact Research and Sponsored Projects, 18111 Nordhoff Street, California State University, Northridge, Northridge, CA 91330-8232, or phone 818-677-2901.

VOLUNTARY PARTICIPATION STATEMENT

You should not sign this form unless you have read it and been given a copy of it to keep. Participation in this study is voluntary. Your child may refuse to answer any question or discontinue his/her involvement at any time without penalty or loss of benefits to which you and your child might otherwise be entitled. Your decision will not affect your relationship with California State University, Northridge nor will it affect your relationship with your child's school. Your signature below indicates that you have read the information in this consent form and have had a chance to ask any questions that you have about the study.

If your child is 10, 11, or 12 years old and enrolled in middle-school (2015-2016) during the time of the study, s/he is asked to provide consent with an assent form that explains the study in language understandable to a child. A copy of the child assent form is provided for you to read and discuss with your child. Your child will be asked to sign the form only if he/she agrees to be in the study. If your child does not wish to be in the study he/she will not be asked to sign the form. In addition, if after signing the assent form your child changes his/her mind your child is free to discontinue his/her participation at any time.

I agree to allow my child to participate in the study.

The focus groups may be audio and video recorded. Please indicate (with a check mark below) whether you provide consent or not for your child to be audio recorded. Please also indicate with a check mark whether you give consent or not for your child to be video recorded. Audio

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California State University, Northridge
CHILD ASSENT TO BE IN A HUMAN RESEARCH PROJECT

Development of a Communications Campaign to Educate Youth about Safety When Sharing Information Online

This paper explains a research project. The people doing the research would like your help, but they want you to know exactly what this means. This paper describes this research project. Participating in this project is your choice. Please read about the project below. Before you choose if you want to be a part of this study, please feel free to ask questions. A person working on this research will be around to answer your questions.

Research Team:

Name Professor Kristen Walker and Professor Tina Kiesler
Department of Marketing
California State University Northridge (CSUN)
18111 Nordhoff St. Northridge, CA 91330-18377
Professor Kristen Walker: Telephone (818) 677-2040; kristen.walker@csun.edu
Professor Tina Kiesler: Telephone (818) 677-4608; tina.kiesler@csun.edu

Project Location(s):

Your participation in this project will take place at or near your school.

What is this project about?

This project is being done to find out how middle-school age people use online media (like cell phones, computers, video games, tablets, and similar electronics) and how you share information with others through these devices and related apps.

What will happen if you take part in the project?

These things will happen if you want to be in the project:

You may be asked to take part in one or more of these things. If you say you are willing to take part in one or more of these things, you may change your mind and stop taking part at any time. The possible risks and discomfort you may feel during our discussions are minimal. You might feel uncomfortable or embarrassed about experiences that are different from other people in the group. If at any time you are uncomfortable answering questions, you don't have to answer.

1. You may be asked to take part in a group discussion about the media, computer platforms, and apps you use and how you use them. The group discussion may be video and audio recorded. The reason we video and/or audio record the discussions is so we

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can better transcribe (type the discussion) and analyze the conversations. If you don't want to be video or audio recorded then you can tell us that at the end of this form.

2. You may be asked to fill out a survey about the media and apps you use and how you use them.
3. You may be asked to take part in the development of an informational communications campaign (like an advertising campaign) that is meant to explain to middle-school age people how online information (from electronics, computer platforms, and apps) is shared and used.
4. You may be asked to give your reactions to informational communications campaign ideas.

How long will your part in this project last?

If you choose to take part in this project, you may take part in the project for as long as the school year. Some students may take part in the project for less time than that.

Who will be told the things we learn about you in this project?

The information we collect about you will be kept private. Only the people working on this project will be able to look at the information we collect. [We will not tell anyone what you tell us without your permission. But, if you tell us that someone has been hurting you or another person, we may have to tell someone else. We may have to talk to people whose job it is to protect children. They can make sure you are safe.]

What are the possible risks or discomforts from being in this project?

We will be asking you questions about your use of electronic media and apps. We will also ask you questions about information shared online. The questions are meant to be straightforward. But if you feel uncomfortable answering any questions, you may refuse to answer the questions that make you uncomfortable. If you do feel uncomfortable at any time, you may speak with Professor Kristen Walker or Professor Tina Kiesler.

What are the benefits from being in this project?

The potential benefit to you is that you may learn more about how digital information is used. You may also enjoy taking part in the development of an informational communication campaign. You also may see how the information you provide in the project is used to help inform other people your age about online information sharing and use.

What if you have questions about this project?

You can ask questions any time. You can ask now or you can ask later. You can talk to the researchers, your family, or someone else in charge. It is important that you know what is going on. Professors Walker and Kiesler can be contacted by phone or email. And you may talk to your teacher or the student assistants from CSUN who are working on the project.

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Do you want to be in the project?

You do not have to be in the study. No one will be upset with you if you don't want to do this. If you don't want to be in this study, or if you want to skip a question that is hard or confusing, that's fine. Just tell the researchers and they won't get upset. If you want to be in the study sign your name below. You can say yes now and say no later. It is up to you to decide.

The group discussions may be video and audio recorded. If you want to take part in the discussion but do not want to be video (visual) or audio (sound) recorded, please tell us that here. Place the check-mark on the line below that tells us whether you agree to be audio (sound) recorded or do not want to be audio recorded. Then place a check-mark on the line below that tells us whether you agree to be video (visual) recorded or you do not want to be video recorded.

I agree to be audio recorded
 I do not wish to be audio recorded
 I agree to be video recorded
 I do not wish to be video recorded

If you sign your name below then you are telling us that you agree to participate in this project. If you do NOT want to participate in this project then you should NOT sign this form. Even if you agree to participate in this project now, you can always change your mind later and tell us that you do not want to participate anymore.

Signature of Child _____ Age _____ Date _____

Signature of Researcher _____ Date _____

Signature of Individual Obtaining Assent _____ Date _____
If different from researcher

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Appendix B

Focus Group Moderator Guide

Hi! My name is _____ and I'm _____. We are from California State University Northridge. Thank you for agreeing to be a part of this focus group. Go over number 1) This is part of a study on how you guys use the internet and how you talk to friends online. Go over 2) I'd like to get as many people in the group to participate in our discussion, but if you don't want to answer a question that is okay. We do not need to know your names. Anything you say will remain completely private, not even your parents or teachers will know what you say in this discussion.

Go over 3) Because we will be asking you questions, we won't be able to take detailed notes, so we would like to record this discussion for future review. These notes will help a lot and will be used to help develop a campaign to help other middle school students! If you feel uncomfortable at any point, you can tell us to turn the recorder off. Does anyone have any questions or comments?

May I have your permission to record this discussion? [Gain verbal permission and turn on the recorder. If a child appears reluctant, one of the researchers should take the child aside (outside) to discuss reasons for reluctance (respect those reasons). The focus group moderator should ask for permission again prior to turning on recorder]

Social Media:

1. People sometimes talk about social media. What do you think about when you hear the term social media?

- Follow up: What's your definition or what do you consider social media to be?

2. Why are you on social media?

3. Are your friends on social media? How do you know? Most of them or only a few?

4. What are the social media sites you use?

- Follow up: Do you have Instagram? Facebook? Twitter? Do you use YouTube?
- Which do you use most often? Why do you use that/those most?
- Why are you on certain social media sites more than others?
- What features do you like about those social media compared to others?

5. How did you sign up for your social media accounts (probe for details about process; who helped?)

6. Do you have your own social media accounts or do you share your social media accounts with your parents/guardians? Do you share with your sister(s)/brother(s)? Friends?

7. What do you tell about yourself online?

- Follow up: Do you tend to post things about your life—like post about what you do--or comment on others' posts or both?

8. Do you ever add your location to your post?

9. How many followers or friends do you have?

- Follow up: Do you interact with all social media friends in person?
- Is there anyone you try NOT to interact with on social media?
- Have you ever blocked someone? why?



10. Are there any sites you do not go on? Why?
11. If you use social media, what do you dislike most about social media? Like most?

Digital Devices:

1. What types of digital devices do you use to go on social media?
 - Follow up: Raise your hand if you have your own phone.
 - Who's phone or computer or tablet, etc. are you using? Is it your own? A family device? Your parents? Brother or sisters?
 - How often are your parents with you when you use these devices?
 - Do you use these devices alone? How often?
2. What else do you use the computer for? Your cell phone? Your tablet?
 - Follow up: Do you use apps on your phone?
3. What are some of your favorite apps?
 - Follow up: How did you get these apps? (Probe: signing up with an account)

Online Privacy Awareness:

These questions are for everyone in the group, whether you have a social media account or not.

1. Do you know what the cloud is? Please explain.
2. If you post something online, how many people can see it? (probe: followers)
 - Follow up: Ask who specifically can see these posts?
3. If you delete a post or picture online, what do you think happens to it?
 - Follow up: Can other people still see it?
4. What would you suggest people NOT post online? (Why?)
 - Follow up: What types of posts do you dislike the most, that bother you the most?
5. Do you ever worry about things you see while you are online? (probe: what kinds of things, do you have examples?)
6. If you worry about what you see online, do you tell anyone about it? Who do you tell?

Privacy Campaign Ideas:

1. What does the statement, "Use social media safely" mean to you?
2. We're trying to figure out how to help kids in middle school use online programs and information safely. What kind of terms or language do you think would help kids?
 - How would you explain to other kids how to use online programs in a safe way?
 - How would you explain how to use information they find online in a safe way?
3. Can you come up with a sentence or phrase to convince your friends to safely use online social media? (eg "don't text while driving" "click it or ticket" "stranger danger")

Thank you very much for spending time with me today. I really appreciate everything you shared and I know what we discussed will help our study.



Appendix C

Middle School Children's Survey

We are conducting research as part of a grant awarded by the Digital Trust Foundation about how students, ages 10 to 12, use digital devices, websites, etc. This survey should take you about 10 minutes to complete. The survey responses are anonymous - you are not asked for your name or other personally identifiable information. To help our study, please answer the following questions honestly and to the best of your ability. All of these questions are voluntary, so if you do not feel comfortable answering, please proceed to the next question. Please contact us with any questions.

We appreciate your participation, Kristen Walker, Ph.D. (kristen.walker@csun.edu) and Tina Kiesler, Ph.D. (tina.kiesler@csun.edu)

Please circle how old you are:

9 years old 10 years old 11 years old 12 years old 13 years old

Which devices below do you use AT home? (Check all that apply)

- Tablet (iPad, Surface, etc.)
- Desktop computer
- Laptop computer
- Cell Phone
- iPod or similar device
- None of the above
- Other (Please list)_____

Which devices have you used AT your middle school (when allowed)?

- Tablet (iPad, Surface, etc.)
- Desktop computer
- Laptop computer
- Cell Phone
- iPod or similar device
- None of the above
- Other (Please list)_____

Which is considered YOUR OWN device?

- Tablet (iPad, Surface, etc.)
- Desktop computer
- Laptop computer
- Cell Phone
- iPod or similar device
- None of the above
- Other (Please list)_____

Please check who you feel you LEARNED THE MOST from about websites or apps?

- Parents
- Teachers
- Brother/Sister
- Friends
- None of the above
- Other (Please list)_____

Please check who HELPS YOU THE MOST find out about new websites or apps?

- Parents
- Teachers
- Brother/Sister
- Friends
- None of the above
- Other (Please list)_____

Do your teachers ever assign homework that involves material you must access online? (please circle)

Yes No Not sure

If you have an email account, please check which type(s) you have? (Please check)

School email Private email Family email I do not know/unsure



Do you know what company your email address is from? If so, please list below (spelling does not matter). If not, please leave blank.

Which of these do your parents do to monitor your access online? (Check all that apply)

- They limit the time I can use each device
- They check my social media accounts
- They check my emails
- They check what videos I watch online
- They check my texts
- They approve which games/apps I can download
- They limit my access to electronics at certain times of the day (before breakfast, after homework, etc.)
- They set up all my privacy settings online
- My parents do not monitor my online access

What is the most amount of time your parents allow you to use your electronic devices each day? (Including weekends)

- Not limited
- 4 hours a day
- 3 hours a day
- 2 hours a day
- 1 hour a day

Other (Please tell us the maximum) _____ My parents do not allow me to access electronic devices

Which of the following sites do you use every week? (Please check all that apply)

- Facebook
- YouTube
- Instagram
- Snapchat
- Vine
- Twitter
- Tumblr
- Other (Please list) _____

Which of the following sites do you use every day? (Please check all that apply)

- Facebook
- YouTube
- Instagram
- Snapchat
- Vine
- Twitter
- Tumblr
- Other (Please list) _____

If someone you don't know well "likes" your post, which of the following BEST describes how you feel?

Important Popular Cool Smart Nothing

Which of the following settings do you use for any online accounts you have? Please check all that apply.

Public Private Do not use settings Do not know

I am online MOST often to do the following:

Watch videos Look at pictures Chat with friends Chat with friends or family Homework

Other (Please state) _____

Please rate each statement below using a scale of 1 to 10, (1 = not at all true and 10 = always true)

- _____ I am on social media more than my friends
- _____ It is important to me that I get a lot of likes
- _____ My parents don't know what I do when I'm online
- _____ My parents know everything I do online
- _____ I have met everyone I talk to online in person
- _____ It is important to me that I continue to get more followers

When I have questions about doing something online I PREFER TO ASK my:

- Parents
- Teachers
- Brother/Sister
- Friends
- None of the above

Other (Please state) _____

The survey results will be used to help educate students about safe use of devices, online websites, and mobile apps. Do you have any suggestions for us? For example, imagine you were helping your little brother, sister or cousin do something online - what would you tell them about safe use of devices, online websites and mobile apps?



Appendix D

Middle School Parents' Survey

We are conducting research as part of a grant awarded by the Digital Trust Foundation about how parents and their children ages 10 to 12 use digital devices, websites, etc.. This survey should take at most 10 minutes to complete. The survey responses are anonymous - you are not asked any personally identifiable information. To help our study, please answer the following questions honestly and to the best of your ability. All of these questions are voluntary, so if you do not feel comfortable answering, please proceed to the next question. Please contact us with any questions. We appreciate your participation. Kristen Walker, Ph.D. kristen.Walker@csun.edu(818) 677-2040Tina Kiesler, Ph.D. tina.kiesler@csun.edu (818) 677-4608

How old are your children who live at home (at least part time)? Please click all the age groups below that currently apply to the children in your family.

8 to 9 years old 10 to 11 years old 12 to 13 years old 14 to 15 years old
 16 to 17 years old 18 or older

How many children do you have who are ages 10, 11, or 12?

0 1 2 3 4+

Please describe how your child is supervised or monitored when they use digital devices.

At what age in your household are (or were) your children first allowed to use digital devices WITH adult supervision, if at all? Please choose one answer.

6 years old and under 7 to 8 years old 9 years old 10 years old 11 years old
 12 years old 13 years old 14 years old and up Other (Please state) _____

At what age in your household are your children allowed (or when you are considering they be allowed) to use digital devices WITHOUT supervision, if at all? Please choose one answer.

6 years old and under 7 to 8 years old 9 years old 10 years old 11 years old
 12 years old 13 years old 14 years old and up Other (Please state) _____

Can you tell us a bit about the reason you chose the age they were allowed (or when you are considering they be allowed) to use digital devices without supervision?

If your child has digital passwords, are they required to share them with at least one adult caregiver?

Yes No Not sure

If your child has digital passwords, when are they/will they be no longer required to share their digital passwords with at least one adult caregiver?

6 years old and under 7 to 8 years old 9 years old 10 years old 11 years old
 12 years old 13 years old 14 years old and up Other (Please state) _____



What devices do you currently use to access the Internet? (Please check all that apply)

- Mobile Phone
- Desktop
- Tablets
- Laptop
- Watch
- Television
- iPod or similar device
- Other (please specify) _____

What types of activities do you regularly use these devices for? (Please check all that apply)

- Read the news
- Email
- Share with others on social media
- Work related activities
- Online Gaming (Halo, Minecraft, Grand Theft Auto, WoW, etc.)
- App Games (Angry birds, Solitaire, etc.)
- Stream shows/movies or music
- Video chatting (Skype, face time, etc.)
- Other (please specify) _____

Please tell us which websites or applications you use most often?

Does your household have designated times of the day in which all members of the family CANNOT use digital devices? (Please check all that apply)

- Mealtimes
- Weekends
- In the car
- Family members can use digital devices at anytime
- Other (Please specify) _____



Please indicate how much do you disagree or agree with the following statements:

	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree
I take away my child's devices as punishment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use devices as a reward for good behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has access to devices at all times regardless of their behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider myself tech savvy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel uncomfortable with technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current privacy settings effectively protect my online information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my current privacy settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have enough time to update my privacy settings as much as I'd like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel my privacy settings protect me enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable that my information is shared with others online, even those I don't know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there limits to how many hours your child(ten) can spend per day on these devices?

- 1-2 hours
- 3-4 hours
- 5-6 hours
- Other (Please state): _____
- Unlimited/No time restrictions

Have you designated certain areas of your home for digital device use and access?
(Only in living room, kitchen, etc.)

- Yes
- No



Please check all the areas from the list below where digital devices are allowed:

- Living room
- Home office
- Bedroom
- Kitchen
- Bathroom
- Designated common area
- Other _____

Please list any restrictions, rules, or guidelines that apply specifically to managing the family's use of digital devices. Note that there are no right or wrong ways to do this - we are trying to get a sense of the variety of ways parents do this. Understanding the way your family handles this will help.

Please indicate how uncertain or certain you are about the following statements:

	Extremely Uncertain	Somewhat Uncertain	Slightly Uncertain	Neither certain nor uncertain	Slightly Certain	Somewhat Certain	Extremely Certain
My interactions online remain only with those with whom I interact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content I provide online is given to others without my knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information I provide online is used by others for my benefit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who has access the content I share online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I communicate online I know where the content is going.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions will be referring to social media. Social media in this survey is defined as websites and online tools that facilitate interactions between users by providing them with opportunities to share information, opinions, and interests. Examples of social media include Facebook, twitter, snapchat, vine, and YouTube, etc.



Please indicate which of the following best characterizes the frequency of your social media use.

- Do not use at all (not a registered user)
- Do not use, but do have accounts
- Sporadically (log on once a month or less)
- Sometimes (log on a few times a month)
- Regularly (log on at least once a week)
- Frequently (log on 4 to 5 times a week)
- Consistently (log on every day)

Please indicate how comfortable you are interacting on social media (in your personal life) using a scale from 0 to 10. 10 being extremely comfortable, and 0 being not comfortable at all.

_____ Interacting on Social Media

Is your 10 to 12 year old child(ren) on any social media sites?

- Yes
- No
- Unsure

Please mark all social media sites that your child(ren) is currently allowed to use?

- Facebook
- Instagram
- Twitter
- YouTube
- Snapchat
- Pinterest
- Tumblr
- Other _____

How did your child(ren) sign up for their social media accounts?

- On their own
- With a guardian/parent
- Unsure
- With a sibling
- With a friend
- Other _____

Did your child(ren) have to ask for your permission before signing up for a social media account?

- Yes
- No

Was there any part of the social media account sign up process that perplexed you? If so, what?

- No
- Yes (please explain in the space provided) _____

Do you monitor your child(ren)'s online access (or ability to log on to the Internet)?

- Yes
- No



How do you monitor your child's access online? (Privacy settings, shared passwords, parental controls, etc.)

Thank you again for your participation - we appreciate your input. !Please contact us with any questions.
Kristen Walker, Ph.D. kristen.Walker@csun.edu (818) 677-2040 Tina Kiesler, Ph.D.tina.Kiesler@csun.edu(818)
677-4608



Appendix E

Middle-School Teachers' Survey

We are conducting research as part of a grant awarded by the Digital Trust Foundation about how teachers of students, ages 10 to 12, use digital devices, websites, etc.. This survey should take at most 10 minutes to complete. The survey responses are anonymous - you are not asked any personally identifiable information. To help our study, please answer the following questions honestly and to the best of your ability. All of these questions are voluntary, so if you do not feel comfortable answering, please proceed to the next question. Please contact us with any questions. We appreciate your participation. Kristen Walker, Ph.D. kristen.Walker@csun.edu(818) 677-2040Tina Kiesler, Ph.D.tina.Kiesler@csun.edu(818) 677-4608

What grade level do you currently teach (2016-17 academic year)?

4th grade m 5th grade mm 6th grade m 7th grade m Substituting, (teaching several grades, please note below) _____ m Other_____

What subject do you teach? (check all that apply)

Math
 English
 Social Studies/History
 Science
 Physical Education
 Other _____

Social media in this survey is defined as websites and online tools that facilitate interactions between users by providing them with opportunities to share information, opinions, and interests. Examples of social media include: Facebook, Twitter, Snapchat, Vine, and YouTube, etc.

Please indicate which of the following best characterizes the frequency of your social media use (personally and professionally).

Do not use at all (not a registered user)
 Do not use, but do have accounts
 Sporadically (log on once a month or less)
 Sometimes (log on a few times a month)
 Regularly (log on at least once a week)
 Frequently (log on 4 to 5 times a week)
 Consistently (log on every day)

Please indicate how comfortable you are interacting on social media (in your personal life) using a scale from 0 to 10. 10 being extremely comfortable, and 0 being not comfortable at all.

_____ Interacting on Social Media



Please indicate how uncertain or certain you are with the following statements:

	Extremely Uncertain	Somewhat Uncertain	Slightly Uncertain	Neither certain nor uncertain	Slightly Certain	Somewhat Certain	Extremely Certain
My interactions online remain only with those with whom I interact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content I provide online is given to others without my knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information I provide online is used by others for my benefit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know who has access the content I share online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I communicate online I know where the content is going.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how much do you disagree or agree with the following statements:

	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree
I consider myself tech savvy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel uncomfortable with technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My current privacy settings effectively protect my online information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know my current privacy settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't have enough time to update my privacy settings as much as I'd like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't feel my privacy settings protect me enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable that my information is shared with others online, even those I don't know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What devices do you currently use to access the Internet when teaching in class?
(Please check all that apply)**

Mobile Phone Tablet Laptop Desktop Other _____

What types of classroom activities do you regularly use digital devices for? (Please check all that apply)

Reading about current events



- Interacting on social media (YouTube, Facebook, Twitter, Instagram, Snapchat, etc.)
- eLearning Platforms (internet classrooms)
- Email
- Online gaming
- Stream shows/movies or music
- Other _____

Have you incorporated social media inside the classroom?

Yes mNo

Which social media platforms do you implement in class sessions, if any? (Please check all that apply)

- Facebook Twitter Instagram Vine YouTube None Other _____

How do students participate using social media when in the classroom? (Please check all that apply)

- Commenting on forums
- Direct messaging
- Sharing photos
- Posting new discussions
- Students do not use social media when in the classroom
- Other _____

If you do use social media in the classroom, please provide an example of how you use it.

What devices do you think your students use in order to access the Internet for homework assignments? (Please check all that apply)

- Mobile Phone Tablet Laptop Desktop Other _____

What types of homework activities do you regularly assign students? (Please check all that apply)

- Reading the news
- eLearning Platforms (internet classrooms)
- Email
- Watching online video content
- Online learning games (math websites, history supplements, simulations, etc.)
- Stream shows/movies or music
- Activities on Google docx or other collaboration sites
- Other _____

If you assign online video content to your students as homework activities, what types of videos do you assign? (Ted talk, YouTube videos, etc.)



Please list a few examples of information or images your students share with you or others through online assignments or interactions. (Daily activities, thoughts, whereabouts, etc.)

Do you ever give your students advice about interacting online?

m Yes m No mm I do not recall

What is an example of advice you give students about interacting online? Please list example(s) below.

What types of information would you recommend to students that they NOT post or share online? (If none, please state "none")

Do you incorporate social media into your outside of classroom assignments (homework)?

mm Yes m mNo

Which of the following social media outlets have you incorporated in your homework assignments, if any? (Please check all that apply)

Facebook Twitter Instagram Vine YouTube None Other _____

Which of the following restrictions, if any, do you place on your homework assignments (when they involve social media)?

- Time limits/restrictions
- Privacy settings
- Access restrictions
- Not sure
- Other (please explain) _____

How does online material help your students with online homework assignments? Please explain.

Other than cyberbullying, have you ever given your students material about safe online habits (browser settings, restrictions, etc.,)?

mm Yes m mNo m ml do not recall

Please explain how you have included safe online habits/guidelines with your assignments. If you use specific language with the students, it would be helpful to note that here.

How involved do you believe the parents of your students are in the completion of the online assignments for your students?

	Not involved	Somewhat involved	Very involved
Parents involvement in assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Have you completed any teacher training on digital literacy or safe online information sharing? Please note when below.

mm Recently (within the past year) m More than a year ago mm Never

Do you have any concerns about students using devices or social media safely? If so, please note them below.

Thank you again for your participation - we appreciate your input! Please contact us with any questions about the survey or the study. Kristen Walker, Ph.D. kristen.walker@csun.edu (818) 677-2040 Tina Kiesler, Ph.D. tina.kiesler@csun.edu(818) 677-4608



Appendix F

Interview Guide used for One-to-One Depth Interviews with Parents

May I have your permission to record this discussion? [Gain verbal permission and turn on the recorder. If a child appears reluctant, one of the researchers should take the child aside (outside) to discuss reasons for reluctance (respect those reasons). The focus group moderator should ask for permission again prior to turning on recorder]

Digital Devices

1. Which devices do YOU currently use to access the Internet?

- **Follow up:** Desktop, laptop, Tablets, TV, Wearables,

2. What activities do you use the digital devices for?

3. How many children do you have, and how old?

4. Is everyone in your household allowed to use the digital devices you mentioned earlier? Do your children have any devices of their own?

- 4b. At what age in your household are (or were) your children **first** allowed to use digital devices with supervision? Without?
- **Follow up:** Can you tell me a bit about the reason why you chose the age they were allowed (or not allowed) to use digital devices without supervision?
- Do you ever take away or reward your child(ren) with digital devices?

5. Are there certain places in the household where digital device usage is not allowed (bedroom, eating times, etc.)? Or during certain times (morning, before homework, etc.)?

6. Please list any restrictions, rules, or other guidelines that apply specifically to managing the family's use of digital devices. Note that there are no right or wrong ways to do this (we are trying to get a sense of the variety of ways parents do this).

- Follow up: Time limitations on digital device use.

Social Media

1. What's your definition or what do you consider social media to be?

2. Why are you on social media?

3. What are the social media sites you use?

- **Follow up:** Do you have Instagram? Facebook? Twitter? Do you use YouTube?
- Do you consider YouTube to be a social media platform?

4. Is everyone in your household allowed to have a social media account?



- **Follow up:** Which social media accounts? What are the parameters around who can participate in which social media platform? How do they sign up?

5. How do you monitor what your child is doing or seeing on social media? Or do you monitor them?

Online Privacy Awareness:

1. Do you know what the cloud is? Please explain.
2. If you post something online, how many people can see it? (probe: followers)
 - Follow up: Ask who specifically can see these posts?
3. If you delete a post or picture online, what do you think happens to it?
 - Follow up: Can other people still see it?
4. Do you know your current privacy settings, and do you feel that they are protecting your online information?

Privacy Campaign Ideas:

1. What does the statement, “Use social media safely” mean to you?
2. We’re trying to figure out how to help kids in middle school use online programs and information safely. What kind of terms or language do you think would help kids?
 - How would you explain to other kids how to use online programs in a safe way?

Thank you very much for spending time with me today. I really appreciate everything you shared and I know what we discussed will help our study.



Appendix G

Poster Presented at American Marketing Association Educators Conference

Las Vegas, NV

February 26, 2016

CSUN
CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Gatekeepers Of Pre-Teen Social Media Adoption & Use: Influencers and Enablers

Kristen Walker, Ph.D., Tina Kiesler, Ph.D., Andres Nieto, & Summer Malone
California State University Northridge

AMA Winter Marketing Academic Conference February 26, 2016

MKT
DEPARTMENT OF MARKETING



Introduction

Results

Conclusion

- Online privacy increasingly important with interconnectivity of the Internet of [every]Thing
- Children under 13 years old receive some protection online via the Children's Online Privacy Protection Act (COPPA, 1998) and the Children's Internet Protection Act (CIPA, 2000)
- Only websites/programs/apps that specifically target youth
- Youth an increasing presence on digital media
 - Information they share online collected by companies and shared with third parties
- Pew Research Center examined social media use among teens. Of the 12-13 year-olds who are social media users:
 - 89% share their name
 - 79% share their birthday
 - 82% share photos
 - 67% share the city/town in which they live

Children 10-12 years old are influenced by their parents, friends, teachers, and siblings. Our results show they look to these groups for guidance about websites and apps, among other things. Influencers may become enablers of media use as well.

From Whom 10-12 Year Old Respondents Say They Learn the Most about Websites & Applications

From Whom	Percentage
Parents	45%
Friends	38%
Teachers	28%
Siblings	32%

Sites Survey Respondents 10-12 Years Old Say They Use Every Week

Site	Percentage
YouTube	92%
Instagram	40%
Snapchat	28%
Vine	15%
Facebook	10%
Twitter	5%
Tumblr	2%

- Youth are very trusting when online
- Parents as 'gatekeepers' face challenges with lack of ability, time, and knowledge of protection mechanisms and use of social media
- Education of online risks becomes overwhelming for influencers/enablers (parents want to protect child data but often don't know how)
- Online protection of youth is critical
- Children, parents/caregivers, and schools need greater understanding of the lasting impact/risks of data shared online from innocuous use of digital media
- Influencers need more knowledge about privacy protection strategies for adults and children

Our Focus

Awareness of Online Privacy Risks and Mediation of Risks

Our Next Steps

• Explore behaviors/attitudes of children ages 10-12 and digital media use and behavior, particularly social media

- What do children 10-12 understand about data collection and use by organizations online and by 3rd parties?
- What roles do parents play in child adoption of digital media and child privacy knowledge and behaviors?
- How do children & parents try to minimize online privacy risks if at all?

Awareness of Risks

Children	Parents
<ul style="list-style-type: none">• Think private accounts are safe and public unsafe• They fear coming across "inappropriate" content during searches and with YouTube• Aware of "bad guys"• Unaware of cloud• Unaware 3rd parties exist• Unaware deleted info still accessible	<ul style="list-style-type: none">• Think private accounts are safe and public unsafe• Lack of knowledge of protection mechanisms for youth
Mediation of Risks	
<ul style="list-style-type: none">• Parents want to approve apps (paid or free)• Email used for schoolwork, not socializing• 53% say parents must approve games & apps	<ul style="list-style-type: none">• Parents agree they know about privacy settings (mean=3.98 on 5 point agreement scale) yet only 48% say they use privacy settings.• Neither agree nor disagree with statement, "I don't have enough time to update my privacy settings as much as I'd like (mean = 3.19 on 5-point agreement scale)"

Students at CSUN are developing informational privacy education campaigns to educate middle-school age youth and influencers about digital information use and privacy. Digital Trust Foundation-sponsored 'Youth-Driven Information Privacy Education Campaign'.

YDIPEC
Youth-Driven Information Privacy Education Campaign
Digital Trust Foundation Grant 2015-16

References

Acknowledgements

Digital Trust Foundation

References available upon request.

This research and the resulting educational campaign is supported by a grant from the Digital Trust Foundation.



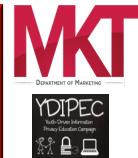
Appendix H
Poster Presented at
American Marketing Association International Collegiate Conference
New Orleans, LA
March 2016



CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

Pre-Teen Presence on Digital Media: Privacy Awareness and Mediation

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California State University Northridge



YDIPEC
Digital Trust Education Campaign
Digital Privacy Education for Children
Digital Privacy Education for Children

Introduction

- Youth presence on digital media is increasing
 - Online privacy important with interconnectivity of the Internet of things
 - Information youth share online is collected by companies and shared with 3rd parties
- Children under 13 years old receive some protection online via the Children's Online Privacy Protection Act (COPPA, 1998) and the Children's Internet Protection Act (CIPA, 2000)
 - Only websites/programs/apps that specifically target youth
- In 2013, Pew Research Center examined social media use among 12-13 year-olds and found the following:

Information Shared on Social Media by Youth 12-13

Category	Percentage
Name	100%
Photos	90%
Birthday	80%
City/Town	70%

Method

- Six Focus Groups of middle-school boys and girls in Southern California public school districts (Nvivo used for analysis of qualitative responses)
- Surveys of middle-school children ages 10-12 (n=157)

Results

Awareness of Risk and Protection Methods (Youth Ages 10-12)

Survey Data	Focus Group Data
<ul style="list-style-type: none"> Less than 50% have their social media accounts set on private The majority have met in person the people they talk to online (mean=6.59 on 10 point agreement scale) 83% are assigned by their teachers homework that require them to go online 	<ul style="list-style-type: none"> "Google? I can't go on Google when I research or sometimes when I need help with my homework and my parents are both busy." "It's the good thing about YouTube is that you don't have to have an account to watch videos." "I use Instagram but I have a private account so it's not like it's out there in the world." Moderator: "So do you think your [social media post] is gone?" Participant: "I think it might be gone."
<ul style="list-style-type: none"> 53% say parents must approve games & apps 48% set their social media accounts to private 19% of kids said that their parents do not monitor their online access 71% prefer asking their parents questions about doing something online 	<ul style="list-style-type: none"> "If you want more followers, then take your account off of private." "If you want more followers, then take your account off of private." "I never add my location unless I'm at a famous place like New York or London, etc." "Well I would like to get an iPhone and my mom said I might be able to get a private Instagram account, so I might do Instagram." Moderator: "What does 'use social media safely' mean to you?" Participant: "Interact with other people."

3 Online Safety Education Campaigns

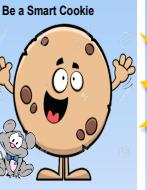
Three campaigns were chosen from a fall 2015 to engage and educate middle-school youth about digital information privacy and safety.

I. #OUTFOXTHECYBERHAWKS



Kit the Fox

II. Be a Smart Cookie



the cyberhawks

III. The Privacy Game



Click Click...Know Who's There
WATCH OUT!!! The Cyberhawks (data brokers) are out there to get your information. But don't worry, expert Kit the Fox is here to demonstrate how to keep your information safe! Will the Cyberhawks succeed, or will Kit outwit them like a sly fox?

Every Click Leaves a Crumb
Going online leaves digital footprints, similar to crumbs falling from eating a cookie. As our protagonist uploads content, searches Google, or interacts with others on social media, crumbs fall. These crumbs are then taken by trackers, characterized as mice (third parties & data brokers). Watch as our protagonist learns ways to become a Smart Cookie online!

Your Privacy Isn't Just a Game
How well do kids protect their privacy? Watch as middle school youth play the Privacy Game. Each time they share their information, they lose a little bit of their life bar and the shadows (data brokers) grow larger. When the life bar reaches 0, it's GAME OVER!

Conclusions

- Youth are very trusting when online and regularly share information
- Widespread use of social media and increase in online presence among youth makes privacy protection critical
- Children need greater understanding of the lasting impact/risks of data shared online from innocuous use of digital media
- Kids' introduction to social media originates from seeing parents, siblings or friends using it, or as instructed by their teachers for educational purpose
- Youth tend to use broad protection strategies (e.g. private accounts)

References

References available upon request

Acknowledgement

This research and the resulting education campaigns is supported by the Digital Trust Foundation

Digital Trust Foundation



Appendix I

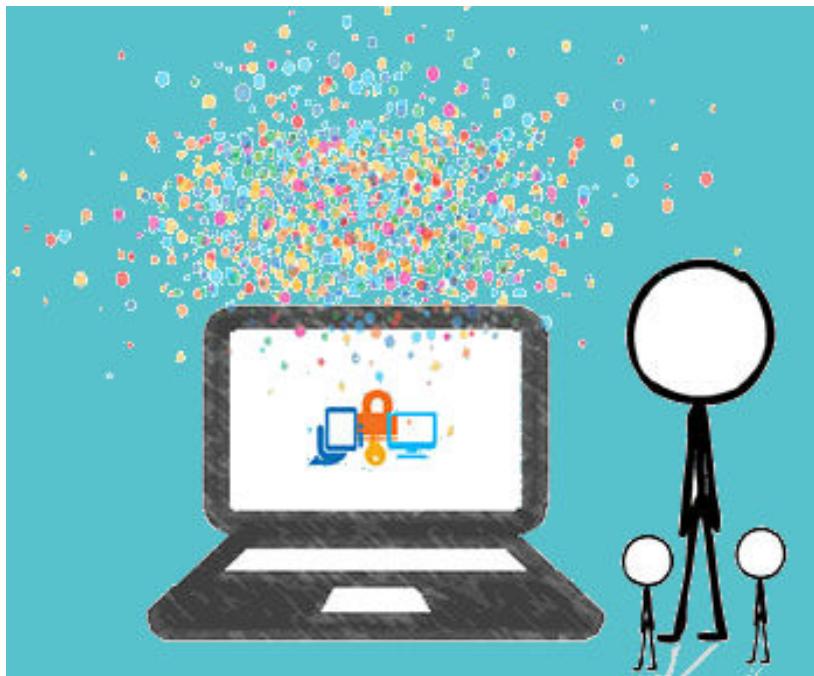
Grant Press and Publicity

YDIPEC Press Release- Campaign Launch

August 2, 2016

Digital Trust Foundation Grant leads to Youth-Driven Privacy Education Campaign Launch

“Youth Privacy Protection – Every Day is Permanent!”



(Picture w/ Press

Release---- or what picture(s) do you want to include)

We are pleased to announce that educational marketing campaigns as part of a year-long grant awarded to California State University Northridge marketing professors, Kristen Walker , Ph.D. and Tina Kiesler, Ph.D. entitled the Youth-Driven Information Privacy Education Campaign (YDIPEC) , officially launched early August 2016. Funded by the Digital Trust Foundation in March 2015, this grant project explores middle-school aged youth regarding their online behaviors and use of digital devices. Dr. Walker explained that “Youth do not always understand the risks associated with exchanging information online. When youth are online, everything they post, click, search, and/or do is gathered, packaged, and sold. Every day is permanent...”

Part of the grant funds from the Digital Trust Foundation were used to involve undergraduates and middle-school students in research and educational campaign development. Multiple research assistants conducted research, including youth focus groups, a variety of surveys, and one-on-one parent interviews. Dr. Walker utilized her Fall 2015 Social Media Marketing course (MKT 459), giving students the opportunity to create integrated marketing plans around educating middle school youth (and indirectly, educate parents and teachers) about how the information they exchange online is



packaged and sold. Not only did this opportunity help students strategize marketing plans, but also informed these future business professionals about the risks of collecting and storing consumer information. “One thing that I learned from this grant project is how most people are unaware of the issue at hand, including myself before I started working on the campaigns”, MKT 459 undergraduate Daniel Lawson said.

The three campaigns chosen from the MKT 459 course in fall '15 include: a) 'Be A Smart Cookie', b) 'The Privacy Game', and c) 'Click, Click... Know Who's There', have come to fruition with the help of the YDIPEC team, chosen campaign students, and two talented animators. The three campaigns each target a specific segment of the 10 to 12 age group, but all three campaigns were designed to engage and educate viewers about the risks associated with exchanging information online (ie databrokers, third parties, affiliates, all gathering, packaging, and selling this information). When asked about animating videos on the project, animator Nicole Munn replied, “I learned not only about the issues arising from sharing information via the internet, but also learned the effort that goes into creating an educational video that illustrates such an issue”.

As part of the grant a website was created to showcase the campaigns and educational material: <http://www.youthprivacyprotection.org>. The website also highlights the project's mission and vision: to increase awareness of the issue that what people post, search for, and do online is permanent. The website contains helpful links and brochures for kids, parents, and teachers to enhance understanding of online information exchanges. During its last month of funding, YDIPEC will provide access to the campaigns for middle schools around the Los Angeles area, allowing for further testing, and continue to educate kids, parents, and teachers about the importance of youth privacy and digital literacy.

Additional Publicity:

Kristen Walker and Tina Kiesler, Digital Trust Foundation, “A Youth-Driven Information Privacy Education Campaign”

CSUN Awarded Grant to Teach Youth About Online Privacy April 30, 2015

CSUN Today: <http://csunshinetoday.csun.edu/faculty-and-staff-news/kristen-walker-and-tina-kiesler-digital-trust-foundation-a-youth-driven-information-privacy-education-campaign/>

CSUN Today: <http://csunshinetoday.csun.edu/media-releases/csun-awarded-grant-to-teach-youth-about-online-privacy/>

